# 2009–10 ACADEMIC CALENDAR

## FALL SEMESTER 2009
- New Student Orientation and Registration: August 17–21
- Last Day for All Students to Pay Tuition and Fees: August 17
- First Day of Classes: August 24
- First Day for Returning Students to Pick Up Refund Checks: August 24
- Convocation: August 26
- First Day for New Students to Pick Up Refund Checks: August 27 (after 4 p.m.)
- Last Day to Add/Drop Courses without Financial Penalty: September 3
- Last Day to Apply for Fall 2009 Graduation: September 3
- Labor Day Holiday: September 5–7
- Martin Luther King Jr. Holiday: January 18
- Last Day to Add/Drop Courses without Financial Penalty: January 21
- Last Day to Apply for Spring 2010 Graduation: January 21
- Shambhala Day: February 14
- Shambhala Day Observed: February 15
- Last Day to Withdraw from Courses: February 19
- Preferred Deadline to Apply for Financial Aid for Upcoming Year: March 2
- Community Practice Day: March 2
- Spring Break: March 20–28
- Deadline to Apply for most Naropa Scholarships: April 1
- Fall and Summer Registration Begins for All Returning Students: April 5
- Last Day to Apply for Summer Graduation: April 9
- Last Day of Classes: May 5
- Makeup days (only if needed due to snow day or instructor illness): students should check with faculty: May 6–7
- Commencement: May 8
- Grades Due: May 14

**Exception:** Workshops and courses on alternate calendars.

**Monday, Tuesday, Thursday and Friday classes must meet in this sixteenth week in order to make up for days missed due to Martin Luther King Jr. Day, Practice Day and Shambhala Day.

## SPRING SEMESTER 2010
- New Student Orientation and Registration: January 4–8
- Last Day for All Students to Pay Tuition and Fees: January 4
- First Day of Classes: January 11
- First Day for Returning Students to Pick Up Refund Checks: January 11
- First Day for New Students to Pick Up Refund Checks: January 14 (after 4 p.m.)
- Martin Luther King Jr. Holiday: January 18
- Last Day to Add/Drop Courses without Financial Penalty: January 21
- Last Day to Apply for Spring 2010 Graduation: January 21
- Shambhala Day: February 14
- Shambhala Day Observed: February 15
- Last Day to Withdraw from Courses: February 19
- Preferred Deadline to Apply for Financial Aid for Upcoming Year: March 2
- Community Practice Day: March 2
- Spring Break: March 20–28
- Deadline to Apply for most Naropa Scholarships: April 1
- Fall and Summer Registration Begins for All Returning Students: April 5
- Last Day to Apply for Summer Graduation: April 9
- Last Day of Classes: May 5
- Makeup days (only if needed due to snow day or instructor illness): students should check with faculty: May 6–7
- Commencement: May 8
- Grades Due: May 14

**Exception:** Workshops and courses on alternate calendars.

**Monday, Tuesday, Thursday and Friday classes must meet in this sixteenth week in order to make up for days missed due to Martin Luther King Jr. Day, Practice Day and Shambhala Day.

## INTERSESSON
- No Classes: May 6–23

## SUMMER SEMESTER 2010
- Academic Summer Session: May 24–July 19
- Last Day to Drop/Add*: May 28
- Memorial Day Weekend (no classes, campuses closed): May 29–31
- Fourth of July Holiday (no classes, campuses closed except Summer Writing Program): July 3 & 4
- All Summer Grades Due: July 23

*Most summer courses are on an alternate schedule. Please check the printable or web-based course schedule for drop/add deadlines for all summer courses.

## INTERSESSION
- No Classes: July 20–August 22

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Buildings are open for shortened hours during breaks and holiday weekends. Please see www.naropa.edu/campuslife/buildinghours.cfm.
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ACADEMIC DEGREE PROGRAMS

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Contemplative Psychology
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  Psychology of Health and Healing
  Somatic Psychology
  Transpersonal and Humanistic Psychology
Early Childhood Education
Environmental Studies
Interdisciplinary Studies
Music
Peace Studies
Religious Studies
Traditional Eastern Arts
  Aikido
  T’ai-chi Ch’uan
  Yoga Teacher Training
Visual Arts
Writing and Literature

BACHELOR OF FINE ARTS
Performance

Minors
Contemplative Education
Contemplative Psychology
Early Childhood Education
Ecology and Systems Science
Environmental History and Justice
Environmental Sustainability
Gender and Women’s Studies
Horticulture
Music
Peace Studies
Performance
Religious Studies
Sacred Ecology
Sanskrit
Tibetan
Traditional Eastern Arts
Visual Arts
Writing and Literature

Undergraduate Certificates
Contemplative Psychology
Early Childhood Education
Music
Religious Studies
Traditional Eastern Arts
Visual Arts

MASTER OF ARTS
Contemplative Education (low-residency program)
Environmental Leadership
Psychology: Contemplative Psychotherapy
Religious Studies
  Contemplative Religions
  Indo-Tibetan Buddhism
Religious Studies with Language (Sanskrit or Tibetan)
  Contemplative Religions
  Indo-Tibetan Buddhism
Somatic Counseling Psychology
  Body Psychotherapy
  Dance/Movement Therapy
Transpersonal Counseling Psychology
  Art Therapy
  Counseling Psychology
  Wilderness Therapy
Transpersonal Psychology (low-residency program)
  Ecopsychology

MASTER OF DIVINITY
  History of Religions
  Tibetan Tradition

MASTER OF FINE ARTS
Creative Writing (low-residency program)
Theater: Contemporary Performance
Theater: Lecoq Based Actor Created Theater (London)
Writing and Poetics
  Poetry
  Prose
  Translation
As you peruse the pages of this catalog, you may find yourself focusing on such details as grading, financial aid and Naropa’s unique curriculum. While these details are obviously important, I would ask you to take a moment and consider a more long-term approach to your educational plan.

Putting your education together by merely finding the best schedule is a little like putting together a puzzle by looking only at the shape of each piece. Successfully assembling the pieces involves a clear vision of the larger picture and looking at each piece in the context of that vision. To truly build a successful educational experience, you must see the big picture and arrange each of the pieces to fit in place within the larger panorama of your life. Consider what each class adds to your overall educational experience. Perhaps at this stage you do not know precisely what your specific goal is, but you can begin by building the fundamental skills that are cultivated in our core requirements, which will prepare you to achieve success no matter what field of study you enter.

While academic learning is the bedrock of education, exploring ways to utilize that learning and assessing the value of that learning are also significant aspects of the educational process. Have you asked yourself what you hope to do with your education? The great Irish poet William Butler Yeats once said, “Education is not the filling of a pail, but the lighting of a fire.” Learning without an equivalent application of knowledge can be woefully empty. Thus, your contemplative education at Naropa University will assist you in developing crucial skills such as thinking analytically, solving problems critically, building solid relationships, communicating effectively, and accruing self-knowledge and leadership skills. Naropa’s amazing faculty and staff are engaged in such personal discovery on a daily basis and take great satisfaction in watching you grow and develop.

I encourage you to evaluate something greater than what classes you are required to take to graduate. Ask yourself what information and skills you will need to be a transformative influence in the world and how you can best be a catalyst for change. Naropa’s contemplative education, with roots in both Eastern and Western traditions, will give you the opportunity to nurture your body, mind and spirit, in order that you may be a well-rounded and thoughtful participant in the world.

Learning, Serving, Leading. These key principles of the Naropa tradition can be applied to every level of learner on our campus, whether you are new to Naropa, one of our undergraduate or graduate students, or part of the Naropa community of faculty and staff. This is the rich community of the contemplative. This is Naropa.

Welcome!

Stuart C. Lord
President, Naropa University
NAROPA UNIVERSITY MISSION STATEMENT

Inspired by the rich intellectual and experiential traditions of East and West, Naropa University is North America’s leading institution of contemplative education.

Naropa recognizes the inherent goodness and wisdom of each human being. It educates the whole person, cultivating academic excellence and contemplative insight in order to infuse knowledge with wisdom. The university nurtures in its students a lifelong joy in learning, a critical intellect, the sense of purpose that accompanies compassionate service to the world, and the openness and equanimity that arise from authentic insight and self-understanding. Ultimately, Naropa students explore the inner resources needed to engage courageously with a complex and challenging world, to help transform that world through skill and compassion, and to attain deeper levels of happiness and meaning in their lives.

Drawing on the vital insights of the world’s wisdom traditions, the university is simultaneously Buddhist-inspired, ecumenical and nonsectarian. Naropa values ethnic and cultural differences for their essential role in education. It embraces the richness of human diversity with the aim of fostering a more just and equitable society and an expanded awareness of our common humanity.

A Naropa education—reflecting the interplay of discipline and delight—prepares its graduates both to meet the world as it is and to change it for the better.
“The point is not to abandon scholarship but to ground it, to personalize it and to balance it with the fundamentals of mind training, especially the practice of sitting meditation so that inner development and outer knowledge go hand in hand. . . . A balanced education cultivates abilities beyond the verbal and conceptual to include matters of heart, character, creativity, self-knowledge, concentration, openness and mental flexibility.”

—Judy Lief, trustee and former Naropa University president

A Naropa University Education

Naropa University has offered mission-based contemplative education to both undergraduate and graduate students for more than thirty years. Informed by ancient Eastern educational philosophies, contemplative education at Naropa experiments with another way of knowing through its joining of rigorous liberal arts training and the disciplined training of the heart. Transcending the belief that knowledge arises in the thinking mind only, this educational philosophy invites students to embrace the immediacy of their interior lives as a means for fully integrating what they learn.

Contemplative education is not solely traditional education with a course in meditation thrown in; it is an approach that offers an entirely new way of understanding what it means to be educated in the modern Western liberal arts tradition. At Naropa University, students wholeheartedly engage in mindfulness/awareness practices in order to cultivate being present in the moment and to deepen their academic study. Woven into the fabric of the curriculum are practices that include sitting meditation, t’ai-chi ch’uan, aikido, yoga, Chinese brushstroke and ikebana. The depth of insight and concentration reached through students’ disciplined engagement with contemplative practices alters the very landscape of learning and teaching at Naropa.

Through such a focused self-exploration, students acquire the ability to be present in the classroom and in their lives; to engage in active listening with an open mind; to analyze a subject; and to integrate what has been learned with personal experience. Other resulting qualities include the development of openness, self-awareness and insight; enhanced speaking and listening skills; the sharpening of insight; and an appreciation of the world’s diversity and richness. From this self-understanding comes an ability to appreciate the value of another’s experience.

The goal of a Naropa University education is not to nurture the solitary contemplative only; it is also to cultivate those at the other end of the spectrum whose interior work acts as preparation for compassionate and transformative work in the world. More specifically, the value of contemplative education is measured in Naropa students’ ability to put their wisdom and insight into practice through creative, helpful and effective action.

Accreditation

Naropa University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (www.ncahigherlearningcommission.org).

Students

The Naropa University student body is a vibrant and active group that comprises a mix of approximately 1,049 undergraduate and graduate students from 48 states, the District of Columbia, Puerto Rico and 24 countries. Naropa graduates can be found in the United States and around the world in a variety of service professions, creative endeavors and research initiatives. Naropa’s student/faculty ratio is 10:1, and an average class size is fourteen students.

Faculty

Naropa faculty members are dedicated to teaching, learning, research and Naropa’s mission of contemplative education. They share an interest in, and experience of, contemplative practice that helps to create and sustain the educational environment important to the university. The faculty’s wide-ranging and recognized professional experience contributes a sense of immediacy and relevancy to the classroom.

Diversity

Naropa University has a strong commitment to diversity in all of its forms. Diversity is central to a liberal arts and contemplative education at Naropa University. The university continually works toward strengthening the campus climate for diversity, the teaching and learning environment, student services support areas and related institutional policy.

Diversity-related events on campus include a speaker series, a film series, faculty colloquia, faculty diversity workshops and antiracism workshops. Additionally, students
are encouraged to join student organizations that include Students of Color Support Group, Allies in Action, Naropa Pride Alliance and the International Students Group. The El Centro de la Gente Committee oversees Naropa’s multicultural center and sponsors events to raise awareness of diversity issues. During the spring semester, Tendrel, Naropa’s journal of diversity issues, is published.

Through Student Affairs, the Office of Americans with Disabilities supports students with disabilities and helps provide auxiliary aids and academic accommodations for those who qualify.

Key Positions Providing Leadership for Diversity

Suzanne Benally, associate vice president for academic affairs and senior diversity officer, is responsible for comprehensive oversight of diversity initiatives at Naropa, policy work at the senior staff level, faculty and curriculum development for diversity, and academic assessment.

Jacovo Lovato, student life diversity coordinator, is responsible for supporting and advocating for students of color and other underrepresented groups on campus. He also coordinates diversity events, trainings and student groups through Student Affairs and El Centro de la Gente.

Sandhya Luther, assistant dean of students/diversity student advocate (LGBTQIA), works at the grassroots level with students, faculty and staff through the El Centro de la Gente Committee on events and activities that raise awareness and increase sensitivity to our diversity needs as a Naropa community. Speakers, films, discussions and support groups for the LGBTQIA student population are organized through this office. The assistant dean will also work with LGBTQIA students to address issues and concerns specific to the population.

Robert Cillo, dean of students, is responsible for the creation and maintenance of a supportive, educational and community atmosphere for students. He is campus ombudsperson, with a strong interest in working with students, faculty and staff around pluralism and diversity. He is also the Americans with Disabilities coordinator for Naropa, responsible for all ADA issues, concerns and accommodations.

Holly Mayo, disability services coordinator, is responsible for organizing Naropa’s efforts to provide full access to educational, cultural and other programs sponsored by the university for any qualified student with a disability.

Campuses

The university is located on three campuses in the city of Boulder, Colorado: the Arapahoe Campus in central Boulder, the Paramita Campus at 30th Street in north Boulder, and the Nalanda Campus in east Boulder. The Arapahoe Campus and surrounding grounds include a performing arts center, a meditation hall, classrooms, faculty and administrative offices, the Naropa Bookstore and the Allen Ginsberg Library. The Paramita Campus houses the Graduate School of Psychology (Transpersonal Counseling Psychology, Somatic Counseling Psychology and Contemplative Counseling Psychology departments). The Nalanda Campus is the center for the performing and visual arts and houses the BFA in Performance program, art studios for Visual Arts and the TCP Art Therapy program, and an events center for Extended Studies and Naropa community events.

The city of Boulder, twenty-five miles northwest of Denver, is situated against the foothills of the Rocky Mountains. Boulder is a cosmopolitan city of 100,000 and is also home of the University of Colorado. The city offers a variety of cultural resources and supports several theater and dance companies and a symphony orchestra. A number of Boulder-based schools offers a range of specialized training in the health fields. These institutions provide variety in Boulder’s educational environment.

History

Naropa was founded in 1974 by Chögyam Trungpa Rinpoche, a lineage holder of the Kagyü and Nyingma Buddhist traditions. A scholar and artist as well as meditation master, Trungpa Rinpoche has become widely recognized as one of the foremost teachers of Buddhism in the West. With the founding of Naropa, he realized his vision of creating a university that would combine contemplative studies with traditional Western scholastic and artistic disciplines. Naropa University is inspired by Nalanda University. Established under the auspices of Mahayana Buddhism, Nalanda flourished in India from the fifth to the twelfth centuries. At Nalanda University, Buddhist philosophy and the discipline of meditation provided an environment in which scholars, artists and healers from many Asian countries and religious traditions came to study and debate. Nalanda was known for its joining of intellect and intuition, spiritual inquiry and intellectual rigor and for the atmosphere of mutual appreciation and respect among different contemplative traditions.

The university takes its name from Naropa, the eleventh-century abbot of Nalanda University and a great Buddhist scholar; teacher and practitioner; Naropa was renowned for bringing together scholarly wisdom and meditative insight.

Naropa Seal

The Naropa University seal was designed by Naropa’s founder, Chögyam Trungpa Rinpoche, on whose teachings the school’s philosophies are based; thus, its meaning speaks to the Naropa experience with simultaneous relevance to the school’s history and its present-day form.
The Sanskrit words written in Tibetan on the ribbon at the bottom of the seal—prajna garbha—literally mean “womb of wisdom,” but translate more loosely as “place where wisdom is nurtured.” The word prajna, meaning wisdom, differs from the traditional academic view of knowledge. Often defined by Trungpa Rinpoche as “knowingness,” prajna encompasses greater insight, independent of accumulation of facts or information.

The wheel of dharma, or wheel of the teachings, appears at the center of the seal and signifies the power, communication and spread of true teachings. At the center of the wheel of dharma is the “coil of joy,” which symbolizes the transformation of the three “poisons” (passion, aggression and ignorance) into three “wisdoms” (appreciation, clear seeing and openness). The wheel of dharma has another, secular significance: great monarchs could roll their chariot wheels over great distances, spreading teachings and understanding into the world. The connotation is of spreading benefit, rather than proselytizing.

Literally, prajna is the flame that burns conceptual mind. The flames surrounding the seal create a mandala and boundary around the learning space. That space requires unconditional commitment to learning without personal agenda.
**Campus Visits**

Prospective students are strongly encouraged to visit. Tours are conducted Monday through Friday at 2 p.m. at the Arapahoe Campus; on Monday, Wednesday and Friday at 3:30 p.m. at the Paramita Campus; and on Tuesday and Thursday at 3:30 p.m. at the Nalanda Campus, as long as the university is open.

The Paramita and Nalanda campus tours do require reservations and a minimum of twenty-four hours’ advance notice. Informational sessions with admissions counselors as well as class observations are also available. Please contact the visitation coordinator directly at 303-546-3548 for further details.

For more information about admission procedures, visiting the university or specific academic programs, please contact: Admissions Office, Naropa University, 2130 Arapahoe Avenue, Boulder, Colorado 80302-6697, or phone 303-546-3572 or 1-800-772-6951 (if outside of the 303 area code).

**Undergraduate Admissions**

In keeping with its philosophy of contemplative education, Naropa University values and seeks to foster an individual’s aspiration to contribute to the world with understanding and compassion. When making admission decisions, the admissions committee considers academic background, connection to Naropa’s unique mission and readiness to engage in contemplative, experiential college work. A student’s transcript, essays, interview and letters of recommendation play important roles in the admissions process.

**Suggested Deadlines**

Naropa University uses a suggested deadline as the initial deadline for receiving completed applications. Any applications received after the suggested deadline will be reviewed by the Admissions Committee if space is available. Consequently, early application is encouraged. After the suggested deadline, prospective students may call the Admissions Office to see if spaces are available. All new and transfer students may apply for either the fall or spring semester. (Spring admission to the BFA program is on a space-available basis).

The Office of Admissions strongly encourages applicants to submit a completed application. This means that all letters of recommendation and transcripts should be sent to the applicant in sealed envelopes, and an entire application should be sent to the Admissions Office by the suggested deadline.

**Dates**

Naropa University uses a rolling admission policy. Applicants may apply as early as September for summer and fall admission. Applications received between September 1 and the suggested deadline will be given equal consideration. Applications received after the suggested deadline will be reviewed on a space-available basis.

- January 15 for fall semester admission
- October 15 for spring semester admission

**Undergraduate Admission Requirements**

1. Parts A and B of application form.
2. A $50 nonrefundable fee in the form of a check or money order, payable to “Naropa University.” Applicant’s name must be clearly indicated on the check.
3. Part C – Three Essays (all must be typed).
4. Official high school transcript for first-time first-year students and transfer applicants with 0 to 29 credits.
5. Official copy of a GED (if no high school diploma), which must be accompanied by a high school transcript if any courses were taken (see #4).
6. Official college transcripts for every university attended even if no credits were earned (must be sent in a sealed envelope from the registrar).
7. Letters of Recommendation: One from a teacher and one from another teacher, counselor or someone who knows the applicant well other than a family member, significant other or current therapist. These must be on the forms provided.
8. Transfer Students: Supplemental applications and/or art samples are required for the following programs: BFA in Performance, Environmental Studies, Interdisciplinary Studies, Music, Visual Arts, and Writing and Literature. Supplemental applications are available online or through the Admissions Office’s departmental fact sheets.
9. A phone or in-person interview is optional for undeclared applicants and required for students applying to all programs with the exception of Writing and Literature.
Admissions

10. Submission of creative work—poetry, art slides, music (optional).
11. Test Scores: Original score reports for the ACT and/or SAT tests are optional. Naropa University’s ACT code is 4853; SAT code is 0908.

Naropa University is a member of the Common Application (see www.commonapp.org).

Transfer Students
Students who have completed 30 semester credits or more are eligible to apply directly to a Bachelor of Arts major or the Bachelor of Fine Arts in Performance. Of the 120 total semester credit hours required for a bachelor’s degree, the final 60 must be taken at Naropa University. Residency is required in the first semester.

Establishing Transfer Credits
College-level courses completed at regionally accredited institutions of higher education with a grade of at least “C” must be counted toward transfer credit. A maximum of 60 credits will be accepted. A pass, credit or satisfactory grade is not accepted unless the transcript states it is equal to a “C” or that the course was offered for pass/fail only. A maximum of 30 technical or vocational credits will be accepted. No physical education credits will be accepted unless they resemble courses offered at Naropa.

No contemplative practice credits will be accepted to fulfill core requirements; these may only be applied as electives. Naropa does not award transfer credit for remedial courses taken in college. Once credit has been transferred, it cannot be removed from the student record.

The categories below describe ways of earning transfer credit for learning completed outside the traditional college classroom. AP, IB and other forms of nontraditional transfer credit such as CLEP may not be counted toward major, minor or prerequisite requirements. A maximum of 30 semester credits may be earned through a combination of the following alternative transfer possibilities:

1. College Level Examination Program
The College Level Examination Program (CLEP) is a national program administered by the College Board to measure college-level learning completed outside the traditional college classroom. Naropa University grants up to 30 semester credits for all exams passed in subject areas that do not duplicate prior college course work. Naropa uses the minimum passing score recommended by the American Council on Education. See www.collegeboard.com for more information.

For more information about the College Level Examination Program, including a list of exams, exam centers and registration information, please visit www.collegeboard.com.

2. Advanced Placement and International Baccalaureate
Naropa University accepts both advanced placement and international baccalaureate credit.
• AP exams with a score of 3, 4 or 5 are granted 3 semester credits each.
• AP exams may not be allowed to fulfill core requirements but are brought in as electives with the exception of COR 110/Writing Seminar I.
• IB Diploma: 30 college credits and sophomore standing will be given if all six examinations received the score of 4 or above. If any exam score was under 4, 6 college credits will be given for HL scores above a 4 and 3 college credits will be given for every SL score above a 5.
• For students who took IB courses but did not seek an IB Diploma, 3 college credits will be given for HL scores of 4 or above. No college credits will be given for SL scores.

3. DSST/DANTES EXAMS
DSST/DANTES exams are available in a wide range of topics. Naropa University grants up to 30 semester credits for all exams passed in subject areas that do not duplicate prior college course work. Naropa uses the minimum passing score recommended by the American Council on Education. See www.getcollegecredit.com for more information.

4. Military Transcripts
Naropa University also transfers in credit from an official military transcript.

Applicants Educated Outside the U.S.A.
Applicants (including U.S. citizens and permanent residents educated outside the United States) must have all non-U.S. records of secondary and postsecondary education—including grades earned for individual subjects—evaluated by a professional evaluation service (such as Joseph Silny or AACRAO) and forwarded to the Naropa Admissions Office for evaluation with other application materials. In these cases, transcripts are not required to be sent directly to Naropa from the non-U.S. school or college.

Transcript Evaluations
Once a student is accepted to Naropa University, the Registrar’s Office will prepare a transcript evaluation, documenting all transferable credit and how it applies toward the core requirements. Upon arrival at Naropa, new students should meet with their advisors to approve the transcript evaluation. Students have only their first semester at Naropa to make any changes to this document. This includes any course work or AP/IB exams taken before matriculation that may not have been sent to the Office of Admissions. After one semester, no changes may be made.

Tuition Deposit
Once a student is accepted, a nonrefundable, nontransferable deposit of $250 must be paid by May 1
(for fall admission) or November 15 or three weeks after acceptance (for spring admission) to reserve a space in the program. This deposit may not be deferred to another semester and is only returned to an enrolled student either upon graduation or upon official withdrawal from Naropa. See the Financial Aid section for more information on official withdrawals.

**Deferrals**

Students may request to defer their acceptance for up to one year. Each request for deferral is reviewed by the Admissions Committee and is accepted or denied on a case-by-case basis. Reasons for an acceptance of deferral would include traveling, service/volunteer work, family situations, timing, etc.

1. Students must complete their application and be accepted in order to request a deferral. They may not defer their application at the APPLIED or COMPLETE statuses.
2. Students must put their request for deferral in writing.
3. After the first day of classes, new students may no longer defer.
4. If denied, the student may reapply for admission at another time.
5. If approved, the student may not attend another college in the time off and must pay the confirmation deposit at the appropriate time.
6. Students who have already paid their deposit must forfeit the $250 and move back to an ACCEPTED status.

**Certificate Programs**

Students who have completed at least 60 semester credits are eligible to apply for one of the many certificate programs, which are available in every BA department except Environmental Studies, Interdisciplinary Studies, Peace Studies, Performing Arts, and Writing and Literature. These programs enable students to study subjects offered at the undergraduate level intensively without having to meet the 60-semester-credit residency, general education or contemplative arts requirements. The certificate program requires one year of study (30 semester credits). The Traditional Eastern Arts program takes two years to complete. At least 12 semester credit hours must be taken in the field in which the certificate will be awarded. Certificate programs are awarded at the discretion of individual academic departments. Financial aid may be available. Please call the Office of Admissions for more information.

**Changing a Major or Program**

**Declaring a Major**

Students who have satisfactorily completed a total of 30 credits are eligible to declare a major. To best prepare for the major declaration process, students should meet with their advisor throughout their first two years at Naropa in order to gain advice on how to complete graduation requirements and fulfill any prerequisites needed to enter the major of their choice. To view major prerequisites, please consult the following pages of this catalog.

**From One BA Major to Another**

Students who wish to change from one BA major to another must fill out an Application to Declare a Major form (available outside the Student Administrative Services Office). The student’s current program advisor and new department major chair or administrative director must sign this form. Completed forms must be submitted to the Student Administrative Services Office. This process must be completed at least one full semester before a student’s graduation date.

**From a Certificate to a BA Program**

Students who wish to change from a certificate to a BA program must have their admissions application reviewed. Additional materials may be required. Students may contact the Admissions Office for more details.

**From a BA to a Certificate Program**

Students who wish to change from a BA to a certificate program must fill out an Application to Declare a Major form (available outside the SAS Office). The student’s current advisor and prospective department chair or administrative director must sign this form. Completed forms must be submitted to the Student Administrative Services Office at least one full semester before graduation to ensure all requirements are met.

**From a Visiting Student to Degree Student**

A visiting student may apply to become a degree-seeking student at Naropa after spending a semester or year as a visiting student. Application materials from the previous application may be used and no additional fee is required. If a student has 30 credits or more, the student must complete any supplemental application materials required by the department. Admission is not guaranteed. If accepted, the student needs to pay another $250 confirmation deposit.

**International Student Admissions**

Please see the International Student Admissions section.

**Alternative Ways of Attending Naropa**

(Spending a semester or year as a part-time student or for an Extended Studies course) Please consult the Other Ways of Attending Naropa section.

**Graduate Admissions**

In keeping with its philosophy of contemplative education, Naropa University’s graduate school values and seeks to foster an individual’s aspiration to contribute to the world with understanding and compassion. The academic departments’ admissions committees consider
inquisitiveness and engagement with the world as well as previous academic achievement when making acceptance decisions. A student's transcript, statement of interest, interview, letters of recommendation and supplemental application materials play important roles in the admissions process. GRE scores are not required.

It is highly recommended that applicants submit a completed application before or by the suggested deadline; applications received after this date are considered on a space-available basis. Consequently, Naropa encourages early application. To see if spaces are open after the suggested deadline, prospective students may check the Admissions page online or call the Admissions Office.

**Suggested Deadlines**
Naropa University uses a rolling admission policy. Applicants may apply as early as September for summer and fall admission. Applications received between September 1 and the suggested deadline will be given equal consideration. Applications received after the suggested deadline will be reviewed on a space-available basis.

- January 15 for summer semester admission (MFA Writing & Poetics, MFA Creative Writing, MA Contemplative Education and MA Transpersonal Psychology with or without the concentration in Ecopsychology)
- January 15 for fall semester admission
- October 15 for spring semester admission (MFA Writing & Poetics and MFA Creative Writing only)

**Establishing Transfer Credits**
Naropa University’s graduate programs may accept up to 6 semester units of transfer credit from other universities. Approval of transfer credit is at the discretion of each department. Decisions will be made on a case-by-case basis. Credits must have been earned within five years of application to Naropa and must carry the grade of “B” or better. Pass (P), Credit (CR) or Satisfactory (S) work will not be accepted. Credits must come from a regionally accredited college (international on a case-by-case basis) and no credit will be awarded for contemplative practice courses.

**Applicants Educated Outside the U.S.A.**
Applicants (including U.S. citizens and permanent residents educated outside the United States) must have all non-U.S. records of secondary and postsecondary education—including grades earned for individual subjects—evaluated by a professional evaluation service (such as Joseph Silny or AACRAO) and forwarded to the Naropa Admissions Office for evaluation with other application materials. In these cases, transcripts are not required to be sent directly to Naropa from the non-U.S. school or college.

**Graduate Admission Requirements**
A bachelor’s degree from a regionally accredited institution is required for admission to all graduate programs.

A completed graduate application consists of the following:
1. Completed application form;
2. $60 fee;
3. Three-to-five-page typed statement of interest;
4. Resumé;
5. Three letters of recommendation: (All must be on the forms provided, must not be older than twelve months and may not be from family members, spouses or current therapists. Archival copies accepted if within these parameters.)
6. Official transcripts of all previous college-level study that reflect the completion of a bachelor’s degree, sent directly to Naropa’s Admissions Office from the registrar of previous institutions or in a sealed envelope with the application;
7. Supplemental application materials required by specific departments or programs;
8. Proof of prerequisites as may be required by specific departments or programs;
9. Manuscripts and portfolios as may be required by specific departments;
10. Auditions as may be required by specific departments.

Students may not apply to more than one Naropa graduate program at a time.

See program descriptions for information on supplemental requirements.

The Office of Admissions strongly recommends that applicants submit one envelope containing all of the elements of a complete application (including the letters of recommendation and the sealed official transcripts) by the suggested deadline.

Applications will be reviewed once the Admissions Office receives all of the aforementioned materials. For many programs, selected applicants are required to come to the university for an interview. If international applicants are invited for an in-person interview, they are strongly urged to come to campus; however, a telephone interview may occasionally be substituted. If an international applicant is granted a phone interview, the phone call will be at the expense of the applicant.

Additionally, each degree program may require additional information or materials from applicants. See the specific department information for its admission requirements.
Tuition Deposit
Once a student is accepted, a nonrefundable, nontransferable deposit of $250 must be paid by April 15 to reserve a space in the program. This deposit is returned to an enrolled student either upon graduation or upon official withdrawal from the university. See the Financial Aid section for more information on official withdrawals.

Deferral Policy
Applications may be deferred for up to one year at any point in the process by notifying the Admissions Office in writing. Those applicants who have already been accepted into a graduate program or who have made a confirmation deposit to enroll in a graduate program may defer their application, but they will lose their accepted status and, if paid, their confirmation deposit. Academic departments will review the application and potentially re-interview the applicant for admission the following year. Additional application materials may be required.

Moving from One Graduate Program to Another
Students interested in moving from one Naropa graduate program to another must go through the Office of Admissions and complete an entire application. Once the application is complete, it will be reviewed by the academic department. The department will make three decisions: 1) acceptance/denial; 2) amount of credit that will transfer from one program to the other; and 3) which semester the student may begin studies at Naropa.

If a student is applying to a different program within the same department, the student should not go through the Admissions Office. The student must instead fill out a Change of Major form available outside of SAS and see the department chair for internal procedures.

International Student Admissions
International students are a valued part of the Naropa community and are encouraged to apply. The university currently has fifty international students representing twenty-four countries.

The application process for international students includes those procedures previously outlined for domestic undergraduate and graduate students: application fee, statement of interest, transcripts, recommendation letters, resumé (for graduate students) and any departmental supplemental materials must be included.

In addition, students whose native languages do not include English must submit the Test of English as a Foreign Language (TOEFL). A minimum score of 79–80 (internet-based), 213/550 (computer-based/paper-based) or better on the TOEFL for undergraduate students or a 100/250/600 (internet-based/computer-based/paper-based) or better for graduate students is required. Applicants should request that scores be sent directly to Naropa University (school code: 3342).

All records of secondary and postsecondary education, including grades earned in each subject, must be translated into English and professionally evaluated by a recognized agency (ie. Silny or AACRAO) before being submitted with the other application materials. Independent evaluators generally cost $50 to $100. Please contact the Office of Admissions for more information.

Financial Statement
International students who are accepted academically to Naropa and need a Form I-20 to apply for an F-1 student visa must submit documentation in English of financial resources for the first academic year (nine months) to the Admissions Office. Documentation must show the ability to pay both tuition and living expenses as estimated by Naropa University. This can be in the form of:

1. a personal bank statement in the student’s name,
2. personal sponsorship documentation including a letter of support accompanied by the sponsor’s bank statement, or
3. government or private foundation sponsorship documentation including a letter from the sponsor confirming support and stating the amount of aid.

For residential students the required amount of support for the 2009–10 school year is $32,500 and will be $35,000 for 2010–11. Please complete the Source of Funds Statement for International Students. For low-residency program students who plan to apply for student visas, documentation is required.

Dependents
Students planning to bring dependents must document an additional amount of funding: $7,000 for a spouse and $4,000 for each child. In addition, the Admissions Office will need the following information on each dependent: First and last name, birth date, country of birth and country of citizenship.

Confirmation Deposit
No immigration documents can be issued until the above requirements have been met and the student has paid the $250 confirmation deposit. The deposit can be paid in two ways:

- In U.S. dollars drawn on a U.S., Canadian or United Kingdom bank;
• The equivalent of $250 U.S. in the student’s currency drawn on an international bank.

International students who have met all conditions for admission and have been issued an I-20 may use it to apply for an F-1 student visa at a U.S. consulate in their home country. International students must attend courses full time and remain in good academic standing. Full time is defined as 9 credits per fall and spring semester for graduate-level students, and 12 credits per semester for undergraduate-level students.

Naropa University has a part-time international student advisor whose job it is to assist international students in understanding their obligations under their immigration status, and to help them use the resources available to them to pursue their educational and career goals.

**Employment**
International students on F-1 or J-1 visas may be employed on campus. Under certain conditions they may do practical training off campus related to or required by their academic programs.

**Transfer Students**
Transfer students who hold F-1 visas and are currently studying at another U.S. institution must inform the DSO at their current school that they intend to transfer to Naropa University so that the DSO can process the transfer in SEVIS.

**Health Insurance**
All international students are required to carry health insurance. During their stay in the United States, students must either enroll for group coverage through Naropa or provide proof of other medical coverage.
OTHER WAYS OF ATTENDING NAROPA UNIVERSITY

Visiting Student Program
This program is for undergraduate students who would like to spend a semester or year at Naropa as a full-time student. To study at Naropa University as a visiting student for longer than one year, the student must reapply. Visiting students must apply for admission using the visiting student application. They will work with an admissions counselor to choose classes and work out details between the two educational institutions. Consortium agreements may be created to allow an exchange of some financial aid. This program is for full-time students only.

Part-Time, Nondegree Student
The part-time, nondegree student program allows people to take Naropa classes for credit as a nonmatriculated student. Part-time, nondegree students need not apply through the Admissions Office. Students at part-time status may register for 0.5 to 11.5 undergraduate credits per semester or 0.5 to 8.5 graduate credits per semester. Those wishing to take more than this amount must apply through the Visiting Student Program. Courses are only open to the public on a space-available basis, and not all classes are designated as open to the public. Contact the Registrar's Office at 303-546-3500 for information and to register.

Dual Enrollment
Students currently enrolled in high school who want to take a course at Naropa must apply for admission using the visiting student application and gain written permission from the department chair via the admissions director. Not all courses are open to this program.

Extended Studies
Naropa University Extended Studies offers workshops, classes, lectures, conferences, online courses and professional development programs open to the community, and also offers graduate and undergraduate courses at a reduced tuition rate if not taken for credit. Letters of attendance and continuing education credits (CEUs) are available upon request for selected programs. There is no admission process for those wishing to pursue noncredit study at the university. However, certain professional development programs do require an application to be submitted to the program director. Students taking classes on a noncredit basis do not receive course work evaluation or transcript services. Please call 303-245-4800 or 1-800-603-3117 to request a free copy of the current Extended Studies catalog, which contains complete registration information.

Naropa Online Campus
Naropa Distance Learning offers a variety of courses and low-residency degree programs from the heart of its curriculum, translated for interactive delivery over the internet by Naropa faculty. The dynamic online learning communities utilize the latest available technology to allow students to complete course material with a minimum of technological needs. Students interact with other students and the instructor through a variety of means, including message boards, a journal feature, chat rooms and a document-sharing page. Students use password-protected web pages to access printed lectures, audio and video lectures, message boards and online discussion areas. The classes are not self-paced; students progress with the instructor and other students throughout the traditional semester dates. Graduate- and undergraduate-level classes are available. Students should expect to spend between six and ten hours a week during the semester to complete each class. Visit Naropa’s online campus at www.naropa.edu/distance for more details.

• Students who would like information about pursuing a low-residency degree at Naropa may call 303-546-3572 or 1-800-772-6951 (outside of 303 area code) or email admissions@naropa.edu.
• Students who would like to take an online course and have registration questions may call 303-546-3511 or email registrar@ecampus.naropa.edu.
• Students who have questions about online learning may call 303-245-4702 or email inquiry@ecampus.naropa.edu with “Naropa Distance Learning Inquiry” in the subject line.
• With technical questions, students should first visit the technical requirements page, accessible from Naropa’s online campus homepage. With further questions, they should contact the 24-hour technical support help desk by phone at 303-873-0005 or email helpdesk@ecampus.naropa.edu.
The Naropa Community

Naropa students are a distinctive group of individuals who seek an experiential and personalized academic process and a transformative learning path. Naropa students share common goals for their education and choose Naropa because, in their words, it
• values the individual;
• is geared to self-exploration;
• provides spiritual groundedness to social activism;
• offers the potential to integrate a spiritual path into one’s livelihood;
• is serious about education; and
• lets them be real as individuals with diverse interests joining in community.

Community at Naropa is manifested in these shared interests, in a shared commitment to contemplative practice and in the breadth and depth of opportunities and activities.

Contemplative Practice within Community Philosophy

In accordance with the university’s commitment to contemplative education, meditation instruction is offered to any student who requests it. Getting to know oneself and one’s world through meditation practice or other contemplative disciplines is considered to be part of the study of specific fields of knowledge. The type of meditation commonly taught is a mindfulness-awareness practice that is relevant to an individual’s life regardless of religious orientation. Some programs and classes have a meditation requirement, which includes regular meetings with an instructor-teaching assistant. There is no charge for meditation instruction.

Naropa’s contemplative practice coordinator can refer students to meditation instructors, serve as a resource for contacting instructors of other contemplative disciplines and help students network with other world wisdom and spiritual traditions on campus and in the Boulder area. New students are usually referred to meditation instructors during orientation. Students may schedule a time to meet with the contemplative practice coordinator throughout the school year.

Community Practice Day

Community Practice Day fosters a sense of community among students, faculty and administration, and encourages contemplative practice. Classes are suspended on this day, and the entire community is invited to participate in group sitting and walking meditation practice during the morning. Other contemplative disciplines are offered throughout the day, such as Japanese tea ceremony, t’ai-chi ch’uan, walking the labyrinth, Ikebana (Japanese flower arranging), pagan ceremony, Christian contemplative liturgy and Mudra Space Awareness. Panel discussions and community service projects are often offered in the afternoon.

Meditation Halls and Maitri Rooms

The university meditation halls are available to students, faculty, staff and visitors whenever the Lincoln Building, the Paramita Campus and the Nalanda Campus are open.

Naropa University’s founder, Chögyam Trungpa Rinpoche, and Shunryu Suzuki Roshi, of the San Francisco Zen Center, developed a distinctive practice called Maitri Space Awareness, which is based on the principles of the five Buddha families of Tibetan tantra. This practice requires training in special postures in specially designed rooms. These five maitri rooms are available to participants in the maitri courses offered through the MA Psychology: Contemplative Psychotherapy, BA Contemplative Psychology, BA Early Childhood Education and Religious Studies programs.

Student Community Initiatives and Resources

Although Naropa has three separate campuses in Boulder and most students live off campus, fostering a learning community among students, faculty, staff, trustees and alumni that uncovers wisdom and heart is an important Naropa goal, and one that is integral to its mission of contemplative education. Creating community in a geographically dispersed campus setting can be challenging, yet Naropa students have helped devise and support innovative ways for fostering community.

Creating community often begins as an individual initiative. As one Naropa student expressed it, “Community doesn’t just appear spontaneously. We each need to work at it, pursue it, create it. If you feel there’s not enough expression, then you must express! Start something! Join something!”
Naropa offers various opportunities for students to become leaders in creating community across the university. Naropa students have a rich menu of student activities in which they can participate to create community with other like-minded individuals. Town hall meetings provide a forum for broader community sharing and exchange.

**Wednesday Community Time**
Community time is held every Wednesday from noon to 1:50 p.m. during the semester. Classes are not scheduled at the Arapahoe and Paramita campuses during this time. Various meetings, town halls, events and socials are offered for students, faculty and staff.

**Town Hall Meetings**
Several times a semester, members of the Naropa community are invited to gather for a town hall meeting. Sponsored by SUN (the student government) and the Office of Student Affairs, town halls are an opportunity for all community members—students, faculty and staff—to speak to each other about their experiences at Naropa University. This is a chance to share new ideas and suggestions and come to know and appreciate one another. These gatherings offer community members a chance to reflect, to listen to each other and to reconnect with each other’s purpose for being at Naropa. Town halls support Naropa University’s mission to cultivate openness, communication and a caring community.

**Student Activities and Recreation**
The Office of Student Affairs and Student Life Programming coordinate activities such as on-campus dances, coffee houses, volunteer opportunities, student organizations, local hiking and biking excursions, and multiple opportunities to socialize within the Naropa community. Both offices provide logistical and budget support to student organizations. Bicycles are available through the Transportation Office. Outside Magazine recently rated Boulder as the best all-around town for recreation opportunities. Boulder also has three recreation centers, as well as mountain and city parks available to residents.

**Student Leadership**
Naropa students can assume student leadership positions. The Office of Student Affairs and student government (comprised of Student Life Programming [SLP] and United Naropa [UN]) promote such opportunities for student involvement and learning. Students in both SLP and UN take leadership roles in a number of areas of campus life. One example is placing students to serve on university committees or the board of trustees, where they can participate in decision making on campus issues and policies. Student leadership opportunities also include being involved in one of the numerous student organizations on campus or starting a new group. Another option for students is serving as a peer mentor/orientation leader. Student leaders can be recognized at the student leadership banquet in the spring. (For more information on student leadership, see the student handbook.)

**Student Performances**
Student performances and presentations by Naropa University faculty and guest artists provide a rich and lively schedule of events each year in Naropa’s Performing Arts Center. A number of guest lecturers and teachers contribute fresh perspectives on a range of spiritual, educational and cultural topics.

The university schedules a variety of events each semester representative of its strong commitment to performance and the personal journey involved with performance. Coffeehouses offer an opportunity for students to share works with the local community. Each performing arts department hosts works-in-progress and performances every semester. Every semester culminates in arts concerts, which showcase the departments and provide an opportunity for students to celebrate and share work with Naropa and the larger Boulder community.

**Student Groups**
Student organizations at Naropa University reflect current student interests and concerns. They range from educational to volunteer focus, from recreational to social; they may include publications, support, events and service activities. The Student Life Programming team (SLP), along with the Office of Student Affairs, provides logistical and monetary support to these groups. For information about current student groups or to start your own group, contact the associate dean of students.

Some examples of recognized student organizations active in the last academic year are the following:
- AA Group
- Allies in Action
- Buddhist Coalition for Bodhisattvica Action
- Embracing the Feminine
- Capoeira
- Coalition for Student Publications
- Community Writing Group
- Dharma Clowning
- International Students Club
- Naropa Healers
- Naropa Sports
- Inner-Mission
- ROOT (Reconnecting on Outer Terrain)
- Snow Rides
- Spiritual Working Group
- Subtle Activism Group
- Tea Club
- Transition Naropa
- Yoga Laughter Club
Naropa Community Communications

Naropa Weekly
The *Naropa Weekly*, a community online newsletter, is distributed to all students, staff and faculty. The newsletter publishes notices and announcements about Naropa community events. Produced by the Marketing and Communications Office, the *Naropa Weekly* is published online every Thursday during the fall and spring semesters.

Email
Every degree-seeking student is issued a student email account, which is the major means of communication from offices such as Advising, Registration, Finance, Student Affairs, academic departments and the President’s Office. Students are responsible for checking their student email accounts and are accountable for being aware of information sent from the university to these accounts. A spam protector has also been installed to limit spam that results from giving out the email on internet sites. Optional listservs are available for individual interests, such as employment and scholarship information; social activities and activism events; information for student parents; and more. Visit www.naropa.edu/it for more information.

Student Handbook
The Naropa University Student Handbook, printed in the form of a day-timer, contains university policies and resources for students. All students are responsible for obtaining a current handbook each fall and understanding the policies contained in it. The handbook also has important information regarding supportive services and resources, the Naropa University code of conduct, nondiscrimination policies and more. Revised annually, the student handbook is available through the Student Affairs office.

Naropa Student Resources
Naropa students have a rich repository of resources available to them as part of their educational journey. Many of these resources are offered under the aegis of the Office of Student Affairs. Others are university educational and facilities resources available on campus. There is also a wide range of community resources offered by virtue of Naropa’s Boulder location. The city of Boulder is a unique community whose name has become synonymous with excellence, thoughtful planning, concern for the environment and respect for the opinion of individual citizens.

Office of Student Affairs Resources
The Office of Student Affairs promotes a holistic approach to the education of students by viewing learning as a key element of its mission and working in collaboration with the academic side of the university to this end. This office includes in its mandate overseeing the general welfare and quality of life of students from their entry into the university, through graduation and entry into the work world. The dean of students supervises the Office of Student Affairs and is an advocate for the student voice with college staff and faculty on all policy issues and other matters of concern to the student body.

Snow Lion: Housing for First-Year Students
The Snow Lion Apartments are home to all entering undergraduate students who are arriving with fewer than 30 credits and who are twenty years of age and younger. Snow Lion is an extraordinary opportunity for students to deepen their experience at Naropa and is an important part of making the transition to Boulder and to college.

Where Learning Comes Alive
The mission of Naropa University housing is to provide a healthy, sustainable, contemplative and compassionate community where students are supported and holistically engaged. At Naropa, we value educating the whole person. Naropa’s residential learning community offers weekly co-curricular activities and strives to provide academic support through intentional programming, creating an intersection between formal instruction, the community and the world. The residence hall is a place where learning comes alive. Attending classes and living with other students presents a unique opportunity to learn and develop skills in working with others, diversity awareness, conflict resolution and problem solving.

Apartments
Each unit is a one- or two-bedroom apartment, including a kitchen, full bath, dining area and living room. Each first-year student is provided with a twin-long bed, dresser, desk, desk chair and closet. The apartment will also include a kitchen table and chairs, a couch and coffee table. High-speed internet is provided and included in the housing cost.

Upper-division students (sophomores, juniors, seniors and graduate students) can reserve a private one-bedroom apartment (not available for first-year students), a private room in a two-bedroom apartment, or share a bedroom in either a one- or two-bedroom apartment.

Substance-Free Housing Option
The Office of University Housing expects that all resident rooms and public spaces in the residence comply with federal, state and university regulations related to the use of alcohol and other drugs. The substance-free apartments offer an additional measure of support for individuals who choose not to drink or use other drugs and who would like to be assured that substance use and/or abuse will not be a factor in their lives.
Building and Grounds
The Snow Lion complex includes a small community meeting space, art space, meditation room, off-street parking and a coin-operated laundry facility. To ensure a safe and secure environment for the Snow Lion community, access into the apartment complex is available to residents only, and a night security guard monitors the grounds. In addition, Snow Lion promotes green practices. Recycling and composting bins are located on site. The Naropa University Counseling Center is also located at Snow Lion.

Staff and Resources
Four staff members live on-site: three resident community advisors (RA) and one residence hall director (RHD). The office for the director of housing is also located on site. A staff person is on-duty and available after 8 p.m., seven days a week. Along with the four staff members, six peer mentors live at Snow Lion. Peer mentors help to educate students by modeling thoughtful decision making, skill in making healthy choices, and demonstrating leadership skills, all of which increase students’ ability to positively contribute to a pluralistic society. The peer mentors’ apartments are located on the third floor of the building alongside other student apartments.

Off-Campus Housing
Students not required to live on campus choose the living situation that best suits their needs, whether it is sharing an apartment, renting a house with a group of students or renting a room in a local family’s home. Student Affairs works to provide assistance to students seeking housing and has created a housing brochure, which quickly guides students to the best resources for finding out about rentals. The housing brochure is available at www.naropa.edu/campuslife/housingresources.cfm. Students may also contact Student Affairs for a copy. This brochure also lists websites for local newspapers, chamber of commerce, businesses that provide databases of rentals, short-term stay options and more. The Arapahoe and Paramita campuses both have housing bulletin boards adjacent to their student lounges.

Career Services
Career Services assists students and alumni in making meaningful academic and career decisions. Students and alumni can meet with the career services coordinator to explore their values, interests, skills and talents; identify potential academic and career paths; develop internship and job search strategies; plan their graduate school or other educational application processes; learn to write effective cover letters and resumes; and prepare for the interview process. The office also posts current job and internship openings, gives various talks and workshops, and hosts a graduate school fair in the fall and a career and internship fair in the spring. For further information, please call 303-245-4863 or email ssteward@naropa.edu.

Disability Services and Learning Needs
In compliance with the Americans with Disabilities Act and Section #504 of the Rehabilitation Act, the disability services coordinator organizes the university’s efforts to provide full access to educational, cultural and other programs sponsored by the university for any qualified student with a disability. The university is committed to providing services to assure an accessible environment for students with disabilities. The disability services coordinator will discuss concerns about disabilities and consider the obligation to provide auxiliary aids and academic adjustments for all qualified Naropa students. Students requiring further information should contact the disability services coordinator at 303-245-4749.

Students with a disability must make their needs known to the disability services coordinator. Students are responsible for providing qualified documentation of conditions that require academic adjustments or auxiliary aids.

Naropa’s services include, but are not limited to, assistance to students with learning disabilities, ADHD and psychological, hearing, vision, physical and medical disabilities. Students who are unsure about the necessity for assistance are encouraged to speak to the disability services coordinator to explore their individual situation. Naropa’s policies and procedures for providing academic adjustments and auxiliary aids to students with disabilities are available upon request from the disability services coordinator.

Counseling Services and Referrals
Naropa University Counseling Center
Naropa offers inexpensive individual, couple and group counseling services to all degree-seeking students through the Naropa University Counseling Center. The counseling interns are available to help students work with a variety of issues, such as relationships, depression, anxiety, substance abuse, body image/eating, grief, sexual orientation, gender identity and expression, extreme moods, sex assault/incest and trauma. Students may contact the counseling team directly at 303-245-4697 to make an appointment or get information, or they can view the interns’ bios and contact information at www.naropa.edu/campuslife/counselingcenter.cfm.

In addition to providing direct counseling services and weekly drop-in hours, the Naropa University Counseling Center organizes and sponsors various community trainings and other support initiatives that are open to Naropa faculty, staff and students throughout the school year. The center also maintains a wide database of direct and online referrals to local mental health practitioners and other community resources. For more information about any of these services, please contact the counseling center director at 303-245-4633.
Advising Resources

Academic Advisors
Academic advisors are full-time, trained staff members whose primary responsibility is to meet with students. Students have the opportunity to meet with their academic advisors many times during the semester to talk about questions, challenges and successes. Advisors will help students chart progress through the degree requirements, assist students in choosing appropriate courses and navigate administrative procedures.

International Student Advisor
An important and valued part of the Naropa community, international students represent approximately 5 percent of the student body and come to Naropa from many different countries around the globe. The international student advisor is available to assist students from other countries. Services include orientation to life in the United States, advice about maintaining immigration status, assistance with paperwork and advice about employment and taxation in the United States. The international student advisor’s office can be found on the second floor of the Allen Ginsberg Library Building.

General University Resources

Allen Ginsberg Library
The Allen Ginsberg Library’s holdings include approximately thirty thousand volumes in specialized areas that support Naropa’s unique academic curriculum. The library also subscribes to approximately seventy-five print periodicals and has access to more than thirteen thousand periodicals online through a variety of electronic databases. Audiovisual holdings are significant and include CDs, LPs, audiocassettes, videotapes and DVDs. Naropa students are granted special borrowing privileges at the University of Colorado at Boulder libraries. In addition, there are several quality academic and public libraries in the Denver metropolitan area that Naropa students can access as a supplement to the Allen Ginsberg Library’s collections.

The library’s Special Collections and Archives include rare and signed books, Sanskrit and Tibetan language texts and more than six thousand audio cassette recordings of educational and cultural events covering Naropa’s more than thirty-year history. The audiocassettes document poetry readings and lectures given by major contemporary writers as well as various conferences and special events featuring visiting religious leaders and psychologists.

The library staff provides the community with personalized services, including circulation services, reference consultation, information literacy instruction, interlibrary loan, and electronic and print course reserves.

Community Studies Center and Volunteer/ AmeriCorps
Community-based learning at Naropa University is an educational method that provides opportunities for students and faculty to develop a set of skills that allow them to actively participate in the public life of their communities. Through its emphasis on applied, experiential projects, community-based learning offers Naropa University faculty and students innovative pedagogical tools to forward the knowledge of their academic and artistic disciplines, augment student learning and educate a citizenry to perform the public work of a democracy.

The Community Studies Center supports projects, programs and classes that cultivate students’ skills to attend to their inner lives as well as engage with their community and their world. Whether they enter the world of the arts, private industry, local, state or national government, public or private education or entrepreneurial endeavors, Naropa students involved in community-based learning acquire the skills and confidence to contribute to the common good.

Naropa students can participate in community-based learning opportunities by enrolling in academic classes that offer a community-based learning component or by serving a local agency. Contact the center for information on current Naropa classes with a community-based component or for current volunteer opportunities.

The Community Studies Center also provides AmeriCorps scholarship funds for Naropa students involved in community work. Feel free to contact the AmeriCorps coordinator at 303-245-4669 or americorps@naropa.edu for more information.

Consciousness Laboratory
The Naropa University Consciousness Laboratory is a training and research facility that blends contemplative perspectives with 21st-century psychological science to increase and improve the understanding of human capacities for awareness. This facility houses two major programs of research, one on synesthesia and another on meditation and contemplative spirituality. Researchers in this lab investigate consciousness with regard to two complementary topics. Synesthesia is an unusual sensory experience that may depend on genetic endowment and thereby be familiar to only a minority of people. In contrast, meditation involves skills that could be learned by most anyone and contemplative spirituality paths are pursued by people everywhere. Taken together, these two topics of scientific investigation overlap and encompass a broad swath of psychological inquiry involving awareness, perception, imagery, attention, emotion and more.

Naropa Community Art Studio
The guiding vision behind the Naropa Community Art Studio (NCAS) is to offer a safe space for various people in the Boulder community to gather and create art together. Equal access for our community members is stressed, particularly for those people who are often marginalized and perhaps unlikely to have contact with the practice of engaging in creative artistic discovery in
community. In essence, it is a studio setting for a wide range of marginalized community members where abundant art materials are available for use. Naropa University Art Therapy faculty/alumni and graduate students manage the studio, organizing and running the many ways in which this space is used while offering their service as art mentors. Respect for cultural, ethnic, gender and spiritual diversity is a founding principle of the NCAS. Unity in diversity, the birthright to pursue creative expression, and the capacity of visual arts to contain and communicate the full range of human experiences compose the essence of the studio’s mission and focus.

Naropa Writing Center
The goal of the Naropa Writing Center (NWC) is to be an effective resource for all members of the Naropa community (students, staff, faculty, alumni) by providing a respectful, collaborative and engaged learning environment for writers of all skill levels. Staffed by trained graduate students with extensive writing experience, the NWC can assist at any stage of the writing process from brainstorming and organizing to revising and documenting. Staff also can work on any piece of writing, such as creative writing, master’s theses, scholarship essays, research papers and more. The NWC is a free service with appointments that start on the hour and on the half-hour for twenty-five or fifty minutes. Please contact the NWC for more information.

Located in Sycamore Hall, the NWC is open Monday through Thursday from 10 a.m. to 6 p.m. and Friday from 10 a.m. to 2 p.m. Please call 303-245-4606 or email nwc@naropa.edu for more information or to schedule an appointment.

Computer Centers
There are two computer labs for the use of the Naropa community. The main lab is located in the Administration Building basement on the Arapahoe Campus. There is a smaller lab on the Paramita Campus. There are currently a total of fifty-four Windows XP PCs and three Macs in the main lab, while there are eight Windows XP PCs and three Macs in the Paramita lab. Both labs have laser printers available. All lab computers are set up for internet access and word processing. Both labs have staffed lab assistants who are available to help students with the use of the hardware and software. In addition, there is a reading room at the Nalanda Campus with a total of five Windows PCs and on Mac for student use. The workstations in the Nalanda student lounge offer black and white laser printing, CD burning, internet access and Open Office. There are also wireless hot spots on all three campuses for laptop users with Windows 2000 or higher, Mac OS X or higher, or Linux. Laptops must have an 802.11b or 802.11g wireless network card, current anti-virus software and current updates (Windows users only). For computer lab support, please email lab@naropa.edu or call the Arapahoe Campus lab at 303-546-3587.

Bookstore
The Naropa Bookstore stocks books, periodicals and journals, many of which are used in university courses, and offers an in-depth selection of titles in contemplative religion, psychology, environmental studies, literature and poetry. Art supplies, school supplies, stationery, snacks, ice cream, cold drinks, T-shirts and personal care items are also available.

Located on the Arapahoe Campus, the bookstore is open Monday through Thursday from 10 a.m. to 5 p.m. and Friday from 10 a.m. to 4 p.m. The store is sometimes open on weekends during special events.

Naropa Café
Housed in the center of the Arapahoe Campus, the renowned Naropa Café offers wholesome, healthy gourmet meals to nourish the body as well as the spirit. The intimate café provides a wide range of vegetarian and nonvegetarian, homemade dishes, desserts, pastries, chai, coffee and other beverages. The café on the Arapahoe Campus is open weekdays during the fall and spring semester on Monday through Thursday from 8 a.m. to 7 p.m. and on Friday from 8 a.m. to 4 p.m. It is also open during the summer for shorter hours. The café offers an abbreviated version of the standard café fare at the Paramita Campus on weekdays from 8:30 a.m. to 3 p.m. and at the Nalanda Campus at limited times.

Boulder Community
Boulder has an extensive network of community resources and support services. Referrals and resources are available for housing, health care, health insurance, counseling, food resources, emergency needs, child care and more. Resources range from books and journals to bulletin boards listing events and services, and computerized databases. Boulder has a strong network of agencies and services that can benefit Naropa students. The city has a reputation as a sports and fitness center and offers an array of cultural events rivaling those of larger cities. Boulder is exciting, stimulating and always entertaining, and the staff in Student Affairs can help students discover it.

Transportation
An extensive bus and bicycle commuter system is in place in Boulder and the surrounding Front Range. The combination of buses and bikes makes it easy to commute without a car while attending Naropa University. Recognizing the positive effects of public transportation, Naropa University provides all students with an RTD Eco Pass and access to Naropa’s bike fleet.

- RTD Eco Pass. Students receive an RTD Eco Pass when paying student fees each semester. This pass provides free transportation on all regional bus routes including passage to Denver; the Denver International
Airport and the Eldora ski resort. Many buses come directly to or near Naropa University’s different campus locations. See www.rtd-denver.com.

- **Bicycles.** Designated bike paths criss-cross the city, and bike lanes exist on major thoroughfares. All RTD buses have bike racks to encourage a combination alternative, giving commuters the best of both worlds. As a free service to registered students, Naropa has a loaner bike fleet for daily and monthly usage. Fleet bikes are available on a first-come, first-served basis.

All parking lots on the Arapahoe Campus are restricted to permit holders only. All lots are monitored from 7 a.m. to 6 p.m. Monday through Friday. Cars without permits will be ticketed. Semester permits can be purchased at the beginning of the fall and spring semesters on a first-come, first-served basis from the Transportation Office. For more information, visit www.naropa.edu/campuslife/transportation.cfm.
Payment Procedures and Responsibilities
Tuition should be paid by the posted due date. Payments may be made by check, cashier check, credit card (VISA or MasterCard) and cash. Online payments may be made by credit card through your WebReg account (new students will create this account during orientation).

If making a payment by mail, please mark the envelope “Attn.: Tuition Cashier.” All payments sent by mail must be received by the tuition due date.

A billing statement is sent to all students at least one month prior to the semester payment deadline. Payment is due the Monday before the first week of class as shown on the academic calendar. The due dates apply whether or not the billing statement is received in the mail and even if the amount indicated on the bill does not include the most up-to-date charges.

Once the bill is paid, the fees for any added classes must be paid immediately to the tuition cashier. Questions concerning tuition payment or other financial policies should be directed to the tuition cashier.

Tuition Payment Plan
Naropa University offers a payment plan. The price for this service is $50 per semester. The payment plan may be used for any portion of tuition and fees not already paid for by financial aid as long as the balance is at least $500. See www.naropa.edu/tuitionfees or contact the tuition cashier for details.

Tuition Bill Sent to an Alternate Address
If someone else will be paying tuition, i.e. a family member, Vocational Rehabilitation or Veterans Administration, the student must request an Alternate Billing Address form from the tuition cashier. This form enables the tuition cashier to bill tuition to the correct person or agency. Students will need to supply the tuition cashier with information pertaining to the billing situation, such as whom to contact, address, phone number and fax number.

Returned Checks
All returned checks may be subject to a $20 returned check fee, regardless of the reason for the return. If a check is written to any department at Naropa University, it will be considered a verified payment and subject to returned check fees if it comes back to the tuition cashier for nonpayment.

If the check was written to pay for tuition, tuition will be considered not paid and appropriate late fees will be added to the student’s account in addition to the returned check fee.

Please be aware that according to Colorado state law, any NSF (Not Sufficient Funds) check that is returned as uncollectible can be turned over to the State Attorney’s Office. At that point, it will be collected at three times the amount of the check or $100, whichever is greater. Payments should be made on any returned check as soon as the student becomes aware of the situation.

Notification of Right to Increase Tuition
Naropa University Board of Trustees reserves the right to change tuition and fees without prior notice.

Tuition and Fees
Graduate Tuition $775/credit
Undergraduate Tuition
Full-time (12–18 credits/semester) $11,710/semester
If less than 12 credits/semester $760/credit
If more than 18 credits/semester $11,710 plus $760/credit for each credit over 18 credits
Audit $25/credit

Deposits
New Student Confirmation Deposit $250 (nonrefundable if the student does not matriculate)
Mandatory Fees per Semester
Registration Fee $250
(For graduate students and part-time undergraduates)
Summer Registration Fee $120
RTD Bus Pass Fee (subject to change by RTD)
   On-campus students $50

Note: All full-time undergraduates are required to carry health insurance. Full-time undergraduates will be charged for health insurance unless they can prove coverage under an existing policy and sign a waiver form available in their orientation packet.

Late Fees
Late Application for Graduation $15
Late Graduation Clearance Form $45
Tuition Payment Late Fee $50
(+ 18% annual interest, compounded daily)

Processing Fees
Monthly Payment Plan Setup Fee $50/semester
Returned Check Fee $20
Duplication Student File (per page) $1
Maximum Student File Duplication Fee $30
Financial Exception Processing Fee up to $50
(if deemed applicable by the Policy Committee)

Transcript Fees
Unofficial Transcript (available free on web registration) $5
Charge to Fax Transcript $4
(plus the actual costs of duplication
24-hour Service (in addition to transcript fee) $10
Overnight Express Delivery $34
Replacement Diploma $34

Special Fees
Some classes have special fees. Please consult the course schedule at www.naropa.edu/registrar.

Failure to Pay Tuition
If a student fails to pay tuition and fees in full by the due date, the student’s account will be placed on hold (see below). The student will also be subject to late fees and disenrollment.

1. Official transcripts and diploma will not be issued.
2. The student may not enroll in any class until all previous balances are paid with good funds. Payment with a credit card, cashier’s check or cash is advised. If the student pays by check, the hold will not be removed until the check clears, which may take up to two weeks to confirm.
3. A $50 late fee and an annual 18 percent interest rate will be charged for outstanding balances from the due date until they are paid in full.
4. Balances over sixty days old may be sent to a collection agency.
5. In case of default, the student is responsible for all costs of collections, including but not limited to reasonable attorney’s fees, costs of litigation and collections agency fees.
6. If tuition is not paid by the due date, a student may be disenrolled from classes.

Refund Procedures
Refund for a Dropped Course or Workshop
The tuition cashier will confirm the student’s registration and reconcile the financial account to determine if a refund is due. If a refund is due, a check will be cut and held in the Office of Student Administrative Services to be picked up by the student. Checks for low-residency students will be mailed. Students should allow at least one week after the end of the drop/add period for the check to be cut.

Cash Exchange and Refund Check Policy
Once a credit balance occurs on a student’s account, a check will be cut and will be available in the Office of Student Administrative Services by 4 p.m. on the following Thursday or the Thursday after that. An exception to this is that dropped courses or overpayments at the beginning of a semester will not be available until the drop/add period is over. Student Administrative Services will mail refund checks once they are two weeks old.

Staff and Faculty Tuition Benefits
For tuition benefit information, all staff and faculty should contact the Human Resources Office. For information on refunds for dropped or withdrawn classes and workshops, please see the Academic Information section.
University-funded financial aid programs, in coordination with federal financial aid programs, provide assistance to students enrolled in Naropa's degree programs. Approximately 70 percent of Naropa degree students receive financial assistance in the form of loans, student employment, scholarships, assistantships and grants.

Institutional Scholarships for Degree Students

All Naropa scholarships are need-based and are open to international students unless stated otherwise. Applicants for scholarships listed in this section must, unless otherwise indicated, 1) apply for financial aid by completing either the Free Application for Federal Student Aid (FAFSA) or the International Student Financial Aid Application by March 1; 2) have a completed admissions application on file for one of the university's degree programs; and 3) submit scholarship application materials to the financial aid office according to the requirements listed below; 4) be a full-time student at the time of receiving the award, unless otherwise indicated. Scholarship applications are due April 1, and awards are announced in early May, unless otherwise indicated.

General Scholarships/Grants for Undergraduate Students

Academic Competitiveness Grant
This is a federal need-based grant for which students may be awarded $375 to $1,300 for the academic year in their first year or sophomore year based on completing a rigorous high school program of study.

Nancy Ashman Memorial Scholarship
Awarded to one entering first-year student who exhibits strong academic promise and significant financial need. The award amount is approximately $1,500.

Daniels Opportunity Scholarship
Awarded to five full-time undergraduate students with junior or senior standing. The award amount is $5,000 per year and is awarded for two academic years.

W.E.B. DuBois Scholarship
Awarded yearly to one graduate or undergraduate student with experience working with populations of color. This scholarship is available only to U.S. citizens and permanent residents. The award amount is approximately $1,600 and is not renewable, although students may reapply for subsequent years. A student submits a letter of recommendation (incoming students may use their letter of recommendation included in the admissions application) and an essay (one to two pages) describing current and past involvement with communities of color, and how the student plans to continue involvement with communities of color. Students applying for this scholarship must have at least a 3.0 cumulative GPA (for undergraduate students) or a 3.5 (for graduate students). Finalists will be interviewed by a scholarship committee. Interviews may be conducted either in person or via phone.

Charles B. Edison Jinpa Scholarship
Awarded to one or two returning graduate or undergraduate students per year who are U.S. citizens or permanent residents and who can demonstrate experience in working with underrepresented populations. The award amount is approximately $1,600. The award is not renewable, although students may reapply in subsequent years. Students submit a letter of recommendation and
an essay (one to two pages) describing current and past involvement with underrepresented communities. A minimum 3.0 cumulative GPA is required for undergraduates and a minimum 3.5 GPA is required for graduate students. Finalists may be interviewed by a scholarship committee.

**Hearst Scholarship for Underserved Populations**
Awarded to undergraduate students who are U.S. citizens or permanent residents who demonstrate significant financial need, academic capability or potential, and who have worked with underserved or underrepresented populations. The award amount is $5,000. Students may receive the award both years, but must reapply for the second year. Students submit a letter of recommendation and an essay (one to two pages) describing the student’s qualifications for the award based on the selection criteria.

**Honor Scholarship**
Available to undergraduate and graduate students. Honor scholarships are awarded to a limited number of entering, full-time students who are deemed outstanding based on the student’s admission application. For undergraduates, the award amount ranges from $500 to $9,000 per year. Decisions are based on the student’s admissions application. A student must be accepted into a program before being considered for this scholarship. The scholarship is renewable, but subject to review of financial need and GPA. Undergraduates must maintain a cumulative GPA of at least 3.0 to retain academic eligibility for the scholarship.

**Federal PELL Grant**
This is a federal need-based grant for which students may be awarded anywhere from $304 to $5,350 for the academic year.

**Federal Supplemental Educational Opportunity Grant (SEOG)**
This is a small federal grant program. Awards range from approximately $500 to $1,000 per year and are made to a limited number of extremely needy applicants.

**Marvin I. Naiman Scholarship**
The Marvin I. Naiman Scholarship awards approximately $2,650 per student annually to two undergraduates with financial need who have taken a nontraditional path to higher education (e.g. returning to school after a substantial hiatus). Students should submit an essay (one to two pages) addressing the above qualities.

**Naropa University Grant**
Naropa University Grants are awarded to full-time, degree-seeking undergraduate students with high financial need. The award amount ranges from $2,000 to $14,000.

**Presidential Scholarship**
Awarded to a limited number of entering, full-time undergraduate and graduate students deemed exceptional based on the student’s admission application. The award amount ranges from $500 to $9,000 (for undergraduates) per year. A student must be accepted into a program before being considered for this scholarship. The scholarship is renewable, but subject to review of financial need and GPA. Undergraduates must maintain a cumulative GPA of at least 3.0 to retain academic eligibility for the scholarship.

**Gerald Red Elk Scholarship**
Awarded to one undergraduate student at a time who can demonstrate experience working with Native American populations. This scholarship was established to honor Gerald Red Elk. The award amount is $4,000 and is renewable. To qualify, the applicant must write an essay that documents past or current service to Native American people or intended use of the degree in service to tribe.

**Roof Memorial Scholarship**
The Roof Memorial Scholarship is awarded to one or more undergraduate students exhibiting financial need. The amount awarded is $2,000. It is the donor’s wish that recipients feel a moral obligation to repay the amount awarded, in order that the scholarship may continue to be awarded to deserving, like-minded students for years to come. The application consists of a one-page essay detailing why the student deserves this scholarship and should outline a plan of how it will be paid back.

**Program Specific Scholarships for Undergraduate Students**

**John W. Cobb Scholarship**
Awarded to one undergraduate Peace Studies major each year by the department. The award amount is $1,500.

**Aimee Grunburger Award**
The Aimee Grunburger Award is awarded to one graduate, undergraduate or noncredit Summer Writing Program student of nontraditional age who demonstrates excellence in the field of poetry. Applicants must also show artistic, personal or professional commitment to furthering respect for the lives and voices of women. The award amount is $500, which will be applied to one session of the Summer Writing Program. The application is available on Naropa’s website at www.naropa.edu/swp/finaid.cfm. Students should submit a ten-page sample of poetry as well as a letter (one to two pages) discussing current projects and accomplishments, as well as the importance of the scholarship to their artistic and academic goals.

**Francis Harwood Scholarship**
The Francis Harwood Scholarship is awarded to one outstanding Environmental Studies student each year based
on departmental recommendation. No separate application is required. The award amount is approximately $1,500 per student and is not renewable.

Zora Neale Hurston Award
The Zora Neale Hurston Award is given to selected students who have experience working with people from diverse cultural and ethnic backgrounds for one session of the Summer Writing Program. The award amount covers partial to full tuition (for all recipients) and housing costs (for out-of-state recipients) for one to four weeks of the Summer Writing Program (credit or noncredit). The award is based on exceptional literary merit and promise as well as financial need. The application is available on Naropa's website at www.naropa.edu/swp/finaid.cfm. Students should submit a writing sample (one to two pages) as well as a personal letter discussing their eligibility for and interest in this scholarship. Applicants need not be seeking a degree to apply for this scholarship. This award is not renewable, although students may reapply for subsequent years.

Martin Janowitz Scholarship
Awarded annually to an undergraduate student in Environmental Studies or to a graduate student in Environmental Leadership. The award amount is $1,500. No separate application is required.

Frederick P. Lenz Foundation Undergraduate Scholarship in Religious Studies
This scholarship is awarded to one or two undergraduates in Religious Studies who exhibit academic promise and an interest in and commitment to meditation and participation in the phenomenon of American Buddhism. This scholarship, made possible by a grant from the Frederick P. Lenz Foundation for American Buddhism, is available to U.S. citizens and permanent residents only. Maximum award will be $2,500 per student per year and is renewable, although students must reapply for subsequent years. Students must submit 1) a cover letter outlining qualifications for award; 2) an essay describing a) goals as a Naropa student, b) vision for the future application of a Naropa education and c) an indication, to the extent possible, of how the student hopes to make a contribution to American Buddhism; 3) a second essay in response to an aspect of Frederick Lenz's work, the topic of which will be listed on Naropa's website; and 4) two letters of recommendation that specifically address the criteria for this award. To continue receiving the scholarship after the first year of study, the student must maintain status as a full-time student, maintain a minimum GPA of 3.5 and submit an essay describing the student's current thinking about career goals and personal evolution as a result of scholastic work and contemplative practice. Application materials must be submitted to the Scholarship Review Committee c/o Financial Aid. Students should see www.fredericklenzfoundation.org for more information about the Frederick P. Lenz Foundation for American Buddhism.

Colin Wolcott Music Scholarship
The Colin Wolcott Music Scholarship is awarded to two outstanding undergraduate Music students each year by Naropa's Department of Music. The award amount is approximately $1,500 per student and is nonrenewable. No separate application is required.

Lucien Wulsin Scholarship in the Performing Arts
Awarded to two or three incoming or returning MFA in Theater or BFA in Performance students, the scholarship is available only to U.S. citizens or permanent residents. The award amount is $2,500 to $3,800 per student and is nonrenewable, although students may reapply for subsequent years. A student submits a letter of recommendation and an essay (one to two pages) describing current and past involvement in the performing arts, and how the student plans to continue that work. Applications will be reviewed by a committee consisting of a representative from the arts faculty and the director of financial aid. Students applying for this scholarship must have at least a 3.0 cumulative GPA (for undergraduate students) or a 3.5 (for graduate students). Incoming students' admissions applications and departmental recommendations will be considered.

General Scholarships/Grants for Graduate Students
W.E.B. DuBois Scholarship
Please see earlier description.

Charles B. Edison Jinpa Scholarship
Please see earlier description.

Honor Scholarship
Please see earlier description. Award amount for entering graduate students ranges from $500 to $4,000 per year. Graduate students must maintain a cumulative GPA of at least 3.5 to retain academic eligibility for the scholarship.

Monastic Scholarship
The Monastic Scholarship is awarded to one graduate student at a time, who is an ordained monk or nun of any religious order. The award amount is equal to full tuition and fees and is renewable. The application is available at www.naropa.edu/tuitionfees/ship_monastic.cfm.

Naropa University Grant
Naropa University Grants are awarded to full-time degree-seeking graduate students with high financial need. The award amount ranges from $500 to $1,000.

Presidential Scholarship
Please see earlier description. Award amount for entering graduate students ranges from $500 to $4,000 per year. Graduate students must maintain a cumulative GPA of at least 3.5 to retain academic eligibility for the scholarship.
Program Specific Scholarships/Grants for Graduate Students

American Art Therapy Association Conference Scholarship
Students pursuing a degree in Transpersonal Counseling Psychology with a concentration in Art Therapy, who also plan to attend the American Art Therapy Association Conference in November and who exhibit financial need, are eligible for consideration. The award amount is $500 to $1,000. No separate application is required, although students should let the Financial Aid Office know if they plan to attend the conference.

Ted Berrigan Scholarship
The Ted Berrigan Scholarship is awarded to one or two MFA Writing and Poetics poetry or translation students per year. The award amount is $6,200 to be divided among the recipients.

Martha Bonzi Scholarship
Awarded to one entering MA student in the Religious Studies Department per year; the Martha Bonzi Scholarship is based on motivation to serve others and academic performance. The award amount is $5,000 per student and is renewable. Selection of the recipient will be based on an assessment of the admissions application. No separate scholarship application is required.

Robert Creeley Scholarship
The Robert Creeley Scholarship is awarded to one or two low-residency MFA students in Creative Writing per year. The award amount is $6,200 to be divided among the recipients.

W.E.B. DuBois Scholarship
Please see earlier description.

Louise Fabbro Memorial Scholarship
The Louise Fabbro Memorial Scholarship is awarded to one or more MA Psychology: Contemplative Psychotherapy students in their third year of study. The award amount is $1,900 to $2,000 and may be divided among recipients. In keeping with Louise’s wish that the selection process be fun for all, applications may be submitted in any media format, provided it can “fit” into a small passenger vehicle. If written, the application should be two to four pages, or five to seven minutes for audio or video applications. For nonconventional applications, please include a cover letter addressing the basic criteria of this scholarship. Applications may be submitted to the Contemplative Counseling Psychology Department. The selection committee will consider the applicant’s scholastic achievement; impact on or growth in community-building issues and multicultural issues; contemplative development; and sense of humor. It is possible for an applicant without financial need to receive an award of recognition without receiving the scholarship.

Aimee Grunburger Award
Please see earlier description.

Zora Neale Hurston Award
Please see earlier description.

Martin Janowitz Scholarship
Please see earlier description.

Jack Kerouac Scholarship
The Jack Kerouac Scholarship is awarded to one or two MFA Writing and Poetics prose or translation students per year. The award amount is $6,200 to be divided among the recipients.

Frederick P. Lenz Foundation Merit Scholarship
Awarded to one incoming graduate student in the Master of Divinity or MA in Religious Studies: Indo-Tibetan Buddhism program, this scholarship, made possible by a grant from the Frederick P Lenz Foundation for American Buddhism, is available to U.S. citizens and permanent residents only. The FAFSA is not required. Amount awarded is $15,000 per year for a maximum of three years for an MDiv student and two years for a student in the MA in Religious Studies: Indo-Tibetan Buddhism, with or without language. Entering students must submit (1) a cover letter outlining qualifications for award; (2) an essay describing (a) goals as a Naropa student, (b) vision for future application of Naropa degree and (c) expected contribution to American Buddhism; (3) an academic paper (eight to ten pages) in response to an aspect of Frederick Lenz’s work, the topic of which is available at www.naropa.edu/tuitionfees/ship_lenzmeritessay.cfm; (4) two letters of recommendation that specifically address the criteria for this award; and (5) the resumé and writing sample submitted with the admissions application will also be considered. To continue receiving the scholarship after the first year of study, the student must maintain status as a full-time student, maintain a minimum 3.5 GPA, continue to demonstrate both academic and personal excellence in fulfillment of departmental and vocational expectations and submit a cover letter and essay describing the student’s current thinking about career goals and personal evolution as a result of scholastic work and contemplative practice. Within three months after the student’s date of graduation, the student must maintain status as a full-time student, maintain a minimum 3.5 GPA, continue to demonstrate both academic and personal excellence in fulfillment of departmental and vocational expectations and submit a cover letter and essay describing the student’s current thinking about career goals and personal evolution as a result of scholastic work and contemplative practice. Within three months after the student’s date of graduation, the student shall also write a scholarly paper on some aspect of Dr. Lenz’s work of the student’s choosing and submit this to the department chair and to the Lenz Foundation, which may publish the paper, in whole or in part, in any form or media, at the discretion of the foundation.

Upon successful completion of all degree requirements and the final year paper for the foundation, the merit scholar will be eligible for a gift from the foundation up to a maximum of $20,000 for MDiv students and $13,000 for Religious Studies students to be used toward payment of Federal Family Education Loan Program Loans.
Application materials must be submitted to the Scholarship Review Committee c/o Financial Aid. For more information about the Frederick P. Lenz Foundation for American Buddhism, students should see www.fredericklenzfoundation.org. The application deadline is March 1.

**Frederick P. Lenz Foundation Graduate Assistance Scholarship**
This scholarship, made possible by a grant from the Frederick P. Lenz Foundation for American Buddhism, helps promising graduate students in the Religious Studies Department remain in their graduate programs until completion. Amounts awarded to U.S. citizens and permanent residents range from $500 to $2,500. Candidates must be full-time graduate students in any of the degree programs in the Department of Religious Studies with an outstanding academic record and/or vocational promise. Candidates must demonstrate financial need, as well as the potential for making a contribution to American society, especially a contribution to the development of American Buddhism or a contribution to the development of a contemplative approach to life in American society. An enrolled student submits a cover letter outlining why he or she is qualified for the award and an application, available on Naropa’s website at www.naropa.edu/tuitionfees/ship_lenzassist.cfm, indicating which noncredit degree requirements the applicant will have in the current academic year through the next summer. These materials are submitted to the Scholarship Review Committee c/o Financial Aid. For more information on the Frederick P. Lenz Foundation, please see www.fredericklenzfoundation.org. Students may apply each year of their graduate program. The application deadline is April 1 for summer and October 1 for December. Current recipients of the Frederick P. Lenz Foundation Merit Scholarships are not eligible.

**Bernie Marek Scholarship**
The Bernie Marek Scholarship is awarded to an incoming Art Therapy student who exhibits academic and artistic ability. The award amount is $1,500. No separate application is required.

**Oso Tinker Scholarship**
The Oso Tinker Scholarship is available to one or two students entering the second year of the Wilderness Therapy program. The award amount is $1,300 to $1,400 and is based on departmental recommendations.

**Owen Weber-Weinstein Scholarship**
This scholarship is awarded to two students in Wilderness Therapy or Religious Studies. Although preference is given to students in the above two programs, other students who have completed an independent study or religious pilgrimage that will enhance their field of study, or are planning to do so, may also apply. The award amount ranges from $1,700 to $1,800 per student and is not renewable, although students may reapply for subsequent years. A student submits a letter of recommendation and an essay (one to two pages) describing the student’s dedication to the course of study and vision for the future use of the Naropa degree. Decisions will be made by the director of financial aid in conjunction with the academic departments involved. Returning students applying for the scholarship must have at least a cumulative GPA of 3.5. Incoming students’ admissions applications and departmental recommendations will be considered in lieu of a GPA.

**Lucien Wulsin Scholarship in the Performing Arts**
Please see earlier description.

**Hiro Yamagata Scholarship**
Awarded to one or two entering MFA Writing and Poetics students per year, based on a demonstration of creative and academic excellence. The award amount is $2,600 to $5,300 per student. Selection of the recipient will be based on an assessment of the admissions application. Students who wish to be considered for this scholarship should include a brief statement describing their interest in, and familiarity with, writers from diverse ethnic backgrounds.

**Financial Aid for International Students**
International students are eligible for Naropa student employment, Naropa University Grants and institutional scholarships. Prospective students from other countries should also explore possibilities of funding from their governments and from private foundations. To be considered for the above sources of financial aid, applicants must complete the International Student Financial Aid Application, which is available from the Admissions Financial Aid Offices as well as on the web, and have a complete admissions application on file for one of the university’s degree programs. Students must reapply for financial aid for each subsequent year of study. No international student should expect more than a maximum of $3,000 to $9,000 of financial aid per year. At least half of this aid will be in the form of student employment. New students are encouraged to complete the financial aid application by March 1 for the next academic year; however, late applications will be accepted. Current international students must submit the financial aid application by the March 1 deadline in order to be considered for all types of aid available to international students. For further information on private sources of scholarships for international students, the following websites are recommended: www.iefa.org and www.edupass.org.
Canadian Student Loan Program
Residents of Canada may apply for educational loans through this program. Applications are available through the Canadian provincial governments.

Institutional Scholarships for Nondegree Students
Nondegree students are not required to complete the FAFSA or the International Student Financial Aid Application unless otherwise indicated.

Institute of American Indian Arts
Each year, Naropa’s Summer Writing Program works with the Institute of American Indian Arts in Santa Fe, New Mexico, to offer a summer scholarship to one BA student from IAIA. This student is chosen by IAIA faculty in conjunction with Naropa faculty. The student receives full tuition for the Summer Writing Program for 6 BA credit hours as well as housing costs during the Summer Writing Program. For more information, please contact the Financial Aid Office at 303-546-3534.

Aimee Grunburger Award
Please see earlier description.

Zora Neale Hurston Award
Please see earlier description.

Outside Financial Resources
Privately Funded Scholarships
Students are encouraged to apply for scholarships and grants from private foundations. Students are also encouraged to make use of the reference sections of public and college libraries in their hometown.


Rotary Scholarships
The Rotary Club annually awards scholarships ranging from $500 to $3,000 to qualified students who are graduates of an accredited high school in Boulder County and who will be attending a Naropa-approved study abroad program. Applications and instructions are available at www.naropa.edu/tuitionfees/ugrad_outside_rotary.cfm.

State Scholarships and Grants
Naropa University is not eligible for funds from the state of Colorado. A student may, however, be eligible for scholarships or grants from the state in which the student is a resident. Students should contact their state’s department of education to explore this possibility.

Graduate Rebate Award for Denver Students Program (GRADS)
Denver high school graduates (2005–09) and Denver residents who graduate with a high school diploma or equivalent from a non-DPS school, are eligible to participate in this program which forgives up to $1,500 of Stafford student loan debt if the student graduates with a bachelor’s degree within six years of high school graduation. Go to www.collegeinvest.org/GRADS for more information and to register. When completing the Stafford student loan master promissory note, students should select CollegeInvest as their lender if they are participating in this program.

Veterans Benefits
The university is approved for veterans’ benefits and participates in the Yellow Ribbon Program. Veterans should request information on eligibility requirements and application procedures from the Financial Aid Office or from their local Veterans Administration branch.

Other Aid Programs
AmeriCorps
This program awards federal dollars in the form of an education voucher to U.S. citizens and permanent residents doing volunteer community work or doing community service work-study in a program that addresses tutoring, mentoring and human needs. Unpaid student teaching, practicum or fieldwork in education, sociology, nursing, etc., also qualify. The award ranges from $1,000 to $2,363, depending on the student’s length of service and number of hours worked. The education voucher is awarded upon completion of the term of service and can be used to pay student loans or tuition, or may be held for up to seven years to be used for a later degree or certificate program offered by a Title IV school/university. Contact Naropa’s AmeriCorps coordinator at americorps@naropa.edu with questions or to enroll in the program.

Federal College Work-Study
Federal College Work-Study is a federally funded work program that is awarded as part of a need-based financial aid package. Eligible students can work from five to twenty hours per week within the university at a pay scale ranging from $8 to $12.50/hour, subject to taxation. Students may not work more than twenty hours per week during the academic year. Community Service Federal Work-Study positions may also be available at nonprofit organizations outside the university. These positions start at $8/hr. Position announcements are posted on the job board outside the Human Resources Office and at www.naropa.edu/employment/workstudy.cfm. Students receive a monthly paycheck for the hours worked each month; funds are not applied to the tuition bill. Although there is a large work-study program at the university,
employment is not guaranteed for every student. Hiring is at the discretion of the area supervisor. If a student has not found a position by September 20 for the fall or February 20 for the spring, then the student forfeits the work-study award for that semester unless the student is actively working with Human Resources to secure a position.

**Federal Stafford Loan**
The Federal Stafford Loan is a long-term, low interest (fixed at 6.8 percent) need-based loan. For undergraduates, the interest is fixed at 5.6 percent. Annual loan limits (also called “base amount”) are as follows:

- First Year: $3,500/year
- Sophomore Year: $4,500/year
- Juniors and Seniors: $5,500/year
- Graduate Students: $8,500/year

Interest is subsidized (paid) by the federal government as long as the student is attending school at least half time. Repayment begins six months after the student ceases to be enrolled on at least a half-time basis. The minimum monthly payment is $50, and the loan must be completely repaid within ten years.

**Federal Unsubsidized Stafford Loan**
The Federal Unsubsidized Stafford Loan is a low interest (fixed at 6.8 percent) non-need-based loan. All the terms are the same as for the Federal Stafford loan except that interest begins accruing immediately.

Dependent undergraduate students are eligible for $2,000 in additional unsubsidized Stafford loans per academic year. Thus, the annual limit for dependent undergraduates is their base amount (see above) plus $2,000 in an additional unsubsidized Stafford loan.

For independent students and students whose parents have been denied a PLUS, the annual limits for the combination of subsidized and unsubsidized Stafford are as follows:

- First Year: $9,500/year
- Sophomore Year: $10,500/year
- Juniors and Seniors: $12,500/year
- Graduate Students: $20,500/year

In addition to annual loan limits, there is an aggregate maximum limit to how much students may borrow:

**Dependent Undergraduates**
$31,000 (no more than $23,000 of which can be subsidized)

**Independent Undergraduates**
$57,500 total (no more than $23,000 of which can be subsidized)

**Graduate Students**
$138,500 total (no more than $65,500 of which can be subsidized)

**Federal Perkins Loan**
Perkins loans are long-term, 5 percent interest, need-based loans administered by the university for which repayment begins nine months after the student drops below half-time status.

**Federal Parent Loan for Undergraduate Students (PLUS)**
This loan is available to parents of dependent undergraduate students. The PLUS loan is a long-term loan with a fixed interest rate of 8.5 percent. Interest begins to accrue immediately. Repayment on the principal begins as soon as the loan is fully disbursed.

**Federal PLUS Loan for Graduate Students**
Graduate students are eligible to borrow additional funding through the PLUS program. Students may borrow up to the cost of attendance minus any other financial aid. PLUS/Grad borrowers are subject to the same requirements as the PLUS parent loan and must be credit-worthy. Interest rates are fixed at 8.5 percent and the interest begins to accrue immediately. Repayment on the principal begins as soon as the loan is fully disbursed.

**Graduate Assistantships**
Graduate assistantships providing up to $3,000 in a stipend and up to $4,000 in a scholarship for the academic year are available and will be listed at www.naropa.edu/employment/assistantships.cfm. Students may apply for up to three positions.

**Naropa Student Employment**
This is a university-funded work program available to international students. The pay scale ranges from $8 to $12.50/hour, subject to taxation. International students may not work more than twenty hours per week and may not work off campus. Positions are posted on the job board outside the Human Resources Office and at www.naropa.edu/employment/workstudy.cfm. Students may also contact offices and departments directly regarding possible positions. Students receive monthly paychecks for the hours worked each month; funds are not applied to the tuition bill. Although the university funds a large student employment program, employment is not guaranteed for every student. Hiring is at the discretion of the area supervisor. If a student has not found a position by September 20 for the fall or February 20 for the spring, then the student forfeits the work-study award for that semester unless the student is actively working with Human Resources to secure a position.
Naropa Writing Center Writing Fellows

The Naropa Writing Center (NWC) is looking for interested graduate students who demonstrate advanced writing ability and a commitment to writing education. Previous experience is desirable but not essential. Graduate students from all Naropa disciplines are invited to apply, particularly candidates who will contribute to the diversity of the NWC. For information regarding training, duties and opportunities, please call 303-245-4606.

Conditions for Qualifying for Financial Aid for Degree-Seeking Students

1. Applicants for financial aid must have a completed admissions application.
2. Applicants who are U.S. citizens or eligible U.S. permanent residents must complete the Free Application for Federal Student Aid (FAFSA). International students must complete the International Student Financial Aid Application.
3. Applicants must document financial need by complying yearly with the application process and deadlines outlined below.
4. To receive aid, a student cannot owe a refund on an over-award of federal or state aid or have been in default status on any student loan.
5. To receive aid, students must be enrolled at least half time (at least 6 credit hours) in a program at the university leading to a degree. No financial aid is available for students who are only registered for extended manuscript. Financial aid is available for certain undergraduate certificate programs, with students possibly qualifying for first-year-level Stafford loans.
6. Students must maintain satisfactory academic progress in order to continue receiving financial aid. It is every student’s responsibility to know this policy as described in this catalog. If a student receives financial aid, the student is responsible for reading and understanding all policies contained in this catalog, as well as any other correspondence received regarding financial aid. The Financial Aid Office will be happy to discuss questions regarding any correspondence, once it has been thoroughly read. Students are liable for any funds inadvertently or incorrectly disbursed to them.

How to Apply for Financial Aid

Academic Year, Annual Basis

Students apply for financial aid on an annual basis, and awards cover one academic year only. Students must reapply each year in the spring for financial aid for the following year. Please note deadlines in the following section. The academic calendar for financial aid purposes begins in the summer:

U.S. Citizens or Eligible Noncitizens

(International students should see the Financial Aid for International Students section.)

Application Forms

1. FAFSA

The first step in applying for financial aid is to complete the Free Application for Federal Student Aid (FAFSA) for the appropriate academic year. The FAFSA may be completed on the web or sent directly to the federal processor in the envelope provided with the instructions. The FAFSA form is available after January 1 for the subsequent academic year. Naropa’s Title IV code is 014652. Questions will be asked regarding income information from the prior calendar year. For example, in January 2010, the 2010–11 FAFSA will be available. This form must be completed to apply for aid for summer 2010, fall 2010 and spring 2011. The 2010–11 FAFSA income questions relate to earnings during the 2009 calendar year. If students are required to file tax returns for that year, they must use the data from their tax returns to answer the income questions. The FAFSA is available on the web, in the university’s Admissions and Financial Aid Offices, or from any local college or high school. New students do not have to wait until an admissions application is on file to complete the FAFSA; however, the student must be accepted in order to receive a financial aid eligibility letter. Students are strongly encouraged to file the FAFSA on the web at www.fafsa.ed.gov, and to sign the FAFSA with a pin number, which can be obtained at www.pin.ed.gov.

Please Note:

For continuing students the FAFSA must be received by the federal processor by March 1 in order to be considered on time for the first step. In order to do this, federal tax returns must be completed before March 1. If the federal tax return is not completed by March 1, then the FAFSA will not meet the March 1 deadline, and the student runs the risk that some limited forms of aid may be depleted.

Suspicion of Fraud

The Financial Aid Office is required by law to report students to the Office of the Inspector General and/or local law enforcement officials if it is suspected that information has been misreported and/or altered for the purpose of increasing financial aid eligibility or fraudulently obtaining federal funds.

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2. Student Aid Report
A few days after electronically submitting the FAFSA to the federal processor, students receive a Student Aid Report (SAR). Students must read this report very carefully and follow the instructions. If any data is incomplete, illegible, missing or conflicting, it should be corrected and resubmitted to the federal processor. If a student filed the FAFSA on the web, the student can make corrections online using a pin number.

3. Verification and Other Miscellaneous Documents
Students may have been notified in the SAR that they have been selected for verification. This means that they must complete the verification worksheet, mailed to them by the Financial Aid Office or downloaded from Naropa's website, attach a signed copy of federal tax returns and submit the tax returns, W-2's and the verification worksheet to the Financial Aid Office. Undergraduates who filed the FAFSA based on estimated tax returns must submit signed copies of their and/or their parents’ completed tax returns and W-2’s to the Financial Aid Office. Graduate students who filed the FAFSA based on estimated returns may correct their FAFSA online once they have completed their tax return. The Financial Aid Office may request additional information if any information appears to be incomplete or conflicting.

4. Financial Aid Eligibility Letter
Once the Financial Aid Office has received all the necessary documents and the student has been accepted into a degree program, a financial aid eligibility letter and financial aid packet will be mailed to the student. The financial aid eligibility letter lists what types of aid the student is eligible for and the amounts for which they are eligible. The letter must be signed and returned to the Financial Aid Office if the student wishes to accept any of the aid. Students should read the financial aid packet thoroughly as they are responsible for understanding all information contained in it. The financial aid will be processed in full as indicated on the eligibility letter. Students who wish to decline or reduce their financial aid may indicate this on the eligibility letter. If a student wishes to accept loans, the student must complete the additional steps listed below.

**PLUS (Parent) loans will be processed for the amount indicated on the PLUS Loan Request form. The amount listed on the award letter is the maximum possible.

5. Required Paperwork and Procedures for Student Loans
These must be completed before the loan application will be processed. In most cases, these can be completed online per instructions in the students’ aid packet.

1. Stafford Loan Master Promissory Note—for students borrowing Stafford loans for the first time at Naropa or returning students changing their lender. Students will be directed to a lender comparison website to help them make an informed decision.

2. Perkins Master Promissory Note—for students borrowing a Perkins Loan for the first time at Naropa.

3. Loan Counseling Session
Students completing a Stafford Loan Master Promissory Note online will also complete a loan counseling session as part of the process. Students borrowing a Perkins loan for the first time will be directed to complete an online loan counseling session. In addition, first-year students must attend a loan counseling session held during orientation week.

4. PLUS (Parent Loan for Undergraduate Student) Loan Request Form and Master Promissory Note—to be completed by parent (borrower) if borrowing for the first time for a child attending Naropa.

5. FERPA (Family Educational Rights and Privacy Act) Waiver—to give the Financial Aid Office permission to speak with anyone other than the student about financial aid and academic matters as indicated by the student.

All materials should be submitted at least four weeks prior to the start of the semester.

Deadlines
1. FAFSA Deadline
   Returning Students: March 1 is the deadline to submit the FAFSA to the federal processor in order to be considered on time. For the summer and fall semesters, financial aid applications should be received by the federal processor no later than this date to be considered for campus-based aid (Naropa grants and scholarships, federal Perkins loans, Federal SEOG and work-study).

   If students are unable to file an application by this date, they should contact the Financial Aid Office about remaining financial aid availability. Students may apply for federal Stafford loans throughout the year.

   New students: New students are strongly encouraged to submit the FAFSA to the federal processors by March 1; however, late applications for new students will be considered for all forms of available aid. New students
applying for aid for the spring semester should submit the FAFSA to the federal processor by October 1.

2. Verification and Supporting Documentation
As mentioned above, students are notified on the Student Aid Report if they have been selected for verification. If a student is selected for verification, the student must submit the verification worksheet, tax returns, W-2’s and other requested supporting documentation to the Financial Aid Office. Failure to submit documentation in a timely manner will result in delayed aid.

3. Requesting Additional Loan Money
If the student has not already requested the full loan amount as indicated on the eligibility letter and would like to request more loan money during the course of the academic year, then the student may request additional funds by emailing the Financial Aid Office from the student’s naropa.edu account. The deadline for submitting such documentation is four weeks before the end of the semester.

Enrollment Status
Financial aid is awarded based on the intended enrollment status indicated by the student on the FAFSA or other correspondence. Financial aid eligibility may be different for full-time (at least 12 credits for undergraduates, 9 credits for graduates), half-time (at least 6 credits for both undergraduates and graduates) and for undergraduates three-quarter-time (9 credits). Students must notify the Financial Aid Office immediately of any change in enrollment status, so that financial aid may be adjusted. Please be aware that the definition for half-time and full-time status is the same for summer as for fall and spring.

If students are enrolled less than half time (6 credits) for any semester, including summer, they are not eligible for financial aid for that semester. Exception: PELL-eligible undergraduates may be eligible for partial PELL grants even if enrolled less than half time. Students who are registered for extended thesis or manuscript are not eligible for financial aid.

If students have ever received financial aid while attending Naropa, and drop below half-time status, withdraw, take a leave of absence or graduate, they must contact the Financial Aid Office immediately and complete an exit interview before leaving the university.

Financial Aid for Study Abroad
Students who are attending a study abroad program through Naropa University and are program students of Naropa University are eligible for financial aid based on the same eligibility criteria as students attending the university.

Consortium Agreement and Financial Aid
If a Naropa undergraduate student spends a semester taking classes at another institution through a consortium agreement, the student’s financial aid will still be processed by Naropa. The school the student is visiting must be eligible to participate in federal aid programs. The student’s aid eligibility will be based on the cost of attendance at the other school. The student will be eligible to be considered for Federal Pell grants (undergraduates only) and Federal Stafford and PLUS loans, but will not be eligible for any campus-based aid such as Naropa grants, scholarships, Perkins loans or work-study.

If the student takes some classes at the other institution (through consortium) and other classes at Naropa for the same semester, the student could be considered for campus-based aid only if the classes taken at Naropa constitute a full-time course load. Interested students should contact their advisor for more information.

Students Visiting from Other Colleges
Students planning to enroll in courses for credit at Naropa University as part of a degree program at another college or university should make arrangements for financial aid through their home school. Naropa is able to sign a consortium agreement with the home school to enable the student to receive aid through the home school.

Appeals
All students have the right to appeal a financial aid ruling, or appeal for more aid than was awarded in the financial aid eligibility letter. All appeals must be made in writing to the Financial Aid Office. Supporting documentation may be requested as necessary. The Financial Aid Office will review the appeal and notify students in writing if the appeal has been approved or denied. If any changes are made to their financial aid eligibility, they will receive a revised financial aid eligibility letter. Decisions made regarding an appeal apply to the current academic year only.

Satisfactory Academic Progress
It is essential that students familiarize themselves with the following policy, as it affects not only current financial aid eligibility, but future aid as well.

1. Enrollment Status Compared to Hours Completed
A student enrolled in a full-time course load must complete at least a full-time course load per semester.

A student enrolled in a 3/4-time course load must complete at least a 3/4-time course load per semester.

A student enrolled in a half-time course load must complete at least a half-time course load per semester.
Courses taken for credit for which a student does not receive an “I/F,” “NR,” “W” or “F” are considered completed courses. For graduate students, a course grade must be at least a “B-” to be considered complete. Students may receive financial aid for retaking a course because of unsatisfactory grades only once per course.

If a student completes no credits in any given semester, the student’s aid eligibility will be suspended for subsequent semesters.

2. Minimum GPA per Semester
An undergraduate must maintain a minimum grade point average of 2.0 per semester.
A graduate student must maintain a minimum grade point average of 2.7 per semester.

3. Maximum Credits for Degree Completion
There is a maximum number of credits students may accumulate toward the completion of their degree. Students who continue to take courses beyond the maximum are no longer eligible for financial aid at the university.

Maximum credits for:
- Undergraduate Students: 150 credits—any credits beyond 120 credits must be necessary for and count toward the degree
- Graduate Students: 125% of credits required to graduate—for example, if the program requires 60 credits to graduate, 75 credits would be maximum allowable.

Any credits beyond the number of credits required to graduate must be necessary for and count toward the degree.

Financial Aid Probation Status
If a student fails to make satisfactory progress as defined above during a semester, the student is put on financial aid probation status. This status is intended to serve as a warning to the student and does not affect the student’s financial aid eligibility. Students on financial probation are encouraged to take advantage of the various support services offered by the university (e.g., Academic Support Program, Naropa Writing Center, Naropa University Center; Student Affairs Office, etc.). The student may regain satisfactory academic progress by, for example, completing incomplete classes for the semester in question and receiving satisfactory grades. In this way, the student’s probation status is cleared and the student is, once again, making satisfactory academic progress.

Financial Aid Suspension Status
If a student on financial aid probation fails to clear up his or her status for the semester in question and, furthermore, fails to meet satisfactory academic progress criteria in any subsequent semester, financial aid eligibility is suspended and the student is put on financial aid suspension status. If the student on financial aid suspension maintains good academic progress the next semester, and is enrolled for at least 6 credits without receiving financial aid, suspension is removed and the student regains financial aid eligibility.

Appeal Process
Students may appeal a status of financial aid suspension. Students appealing a status of financial aid suspension need to describe the obstacles to successful completion of prior semesters as well as indicate the steps they have taken to address these obstacles so that future semesters can be completed satisfactorily. Establishing and maintaining contact with various support services mentioned above could constitute such steps. Appeals may be submitted to the Financial Aid Office and will be reviewed by a committee consisting of the assistant director of financial aid, the dean of students and the student’s advisor. Please contact the Financial Aid Office for more information.

Withdrawals and Return of Title IV Funds
If financial aid is received (other than college work-study) and the student terminates enrollment on or before 60 percent of the semester has elapsed, federal financial aid must be repaid as outlined below.

Withdrawal on or Before the First Day of Classes
All cash disbursed to the student and any aid on the student’s tuition account is considered an overpayment of financial aid and must be returned to the financial aid accounts.

Withdrawal During the Semester
The student’s withdrawal date is the date the student began the withdrawal process by turning in the Withdrawal Request form or the Leave of Absence Request form to the academic advisor. Forms are located in the Student Administrative Services and Advising offices. If the student leaves without notifying the university, the last date of attendance will be defined as the midpoint of the semester or the last date the student can be documented to have participated in an academic-related activity. Refunds of tuition and fees will be calculated based on the policy as outlined in this catalog in the Drop, Add and Withdrawal Schedule in the Academic Information section. Institutional aid (Naropa grants and scholarships) will be reduced in proportion to the reduction of tuition according to the policy referred to above. For example, if tuition is reduced by 50 percent, institutional aid will also be...
reduced by 50 percent. Title IV or federal aid is earned in a prorated manner on a per diem basis, up to and including, the 60 percent point in the semester. Title IV aid and all other aid is viewed as 100 percent earned after the 60 percent point.

The school is responsible for returning any portion of the student’s unearned aid that was applied toward the student’s tuition and fees. This may create a bill for the student for any tuition and fees still owed after the required return of federal aid. The student is responsible for repaying any unearned federal aid the student received for living expenses.

**Example:**
Kerry withdraws from Naropa on the fifteenth calendar day of the fall semester which consists of 103 days total. Hence, Kerry attended 15 days/103 total days = 15% of the semester. Therefore, Kerry earned 15% of the federal aid awarded to her. If she received $5,000 in federal aid, then the amount of earned aid is $5,000 x 15% = $750. Since $750 is earned aid, the remainder ($5,000–$750) of $4,250 must be returned. Assume that institutional charges (tuition $11,710 and fees $50) totaled $11,760 for the semester. The school is responsible for returning the lesser of:

The unearned Title IV disbursements ($4,250) or
The unearned percentage x institutional charges
(85% x $11,760 = $9,996)

In this case, the school returns $4,250. At Naropa, if a student withdraws between the eighth and fifteenth day of classes, the student is entitled to an 80% reduction in tuition ($11,710 x 80%) and zero reduction in fees, so tuition and fees would be reduced to $2,392 ($11,710 x 20% + $50). Since Naropa originally applied $5,000 of the student’s federal aid to the tuition and fees, and then returned $4,250 to the federal aid programs, Naropa now has only $750 applied to Kerry’s tuition. This means that Kerry owes Naropa $1,642 ($2,392–$750) toward tuition and fees. Kerry will need to contact the tuition cashier to settle the outstanding tuition bill.

**Order of Refunds**
Unearned federal financial aid is returned in the following order:
1. Unsubsidized Stafford loans
2. Subsidized Stafford loans
3. Perkins loans
4. PLUS loans
5. PELL grants
6. Academic Competitiveness Grant
7. National SMART grant
8. SEOG
9. Other federal aid programs

**Estimated Costs**
Tuition and Fees: Please refer to the Paying the Bill section. Living Expenses: Living expenses in Boulder are estimated to be approximately $1,500 per month. Please feel free to contact the Financial Aid Office with any questions, concerns or for additional information. Phone 303-546-3534; Fax 303-546-3536; finaid@naropa.edu; www.naropa.edu/tuitionfees.
ACADEMIC INFORMATION

Using the Policy in This Catalog
All students are responsible for all policy printed in this catalog and the student handbook. Every student is also responsible for the degree requirements of the major or program as listed in the catalog for the year in which the student enters. All other policy may change year-to-year; therefore, students should obtain a free copy of both the catalog and student handbook annually to be aware of any changes in university policy. Some departments have approved policy that is more stringent than what is listed in the Academic Information section of this catalog. Students are responsible for understanding and adhering to such policies and should see their department’s handbook for more information.

Exceptions to Academic and Financial Policies
The university’s status as an accredited institution requires that students and the university follow all university policy. If a student has extenuating circumstances that the student believes justifies an inability to follow a particular academic or financial policy, the student may apply for an exception to policy. Requests for exceptions to policy are reviewed by committee as appropriate. Applications for an exception to policy must be accompanied by supporting documentation including a letter from the student’s advisor. An application for an exception does not guarantee an approval. Exceptions for courses completed more than two weeks prior will not be considered.

Once a decision has been made, the student is notified by mail and a copy of the letter is placed in the student’s file in Student Administrative Services. Students should allow one month for a decision to be made and an additional one to two weeks for a refund, if applicable, to be issued.

Under certain circumstances, a student may be assessed a processing fee or other late drop/add fees. Additionally, a late add for a course that has not been paid for may incur late tuition payment charges and interest charges. Exceptions to policy are only approved by the registrar. Students are not to rely upon oral communications from faculty and other staff about exceptions.

Academic Year
Naropa University operates on the semester system. Academic credit is awarded in terms of semester credit hours. One semester credit hour represents at least fifteen hours of classroom contact. The academic year has two fifteen-week semesters, fall and spring. In addition, some graduate programs also have a required summer session. Please see individual departments for details. The summer session generally runs for eight weeks.

Academic Advising
Each student is assigned an academic advisor. With the help of the academic advisor, each student is responsible for ensuring that all departmental and university academic requirements are met in order to graduate. The academic advisor guides the student throughout the academic program and helps ensure that the student is working toward satisfying all graduation requirements and is developing a coherent curriculum. Advisors review course selections for the student before each semester’s registration and consider requests for independent study and private music lessons. The academic advisor for an undergraduate student is responsible for overseeing requirements not only within the student’s major, but also all other BA requirements. The Registrar’s Office makes a final evaluation of the student’s academic record when the student applies for graduation.

Preregistration
All returning degree-seeking students may register during the fall semester for spring courses, and during the spring semester for summer and fall courses.

During preregistration advising, students meet with their advisors who review transcripts and program requirements. The advisor reviews course selections, clears the student for registration and signs any forms that may be required (such as those for independent study or private music lessons). Students then register via the web at their designated times. Students cannot register themselves for independent study courses, private music lessons or consortium agreement courses. Student Administrative Services registers these courses when the completed application is received by the drop/add deadline.
Courses

Course Registration
Courses offered by the university are designed to meet the needs of degree-seeking students. Courses ordinarily meet for fifteen weeks (fall and spring) or eight weeks (summer). The drop/add period allows a student to attend at least one class meeting to determine whether the course is suitable for the student’s academic journey. However, certain courses have an alternate drop/add schedule. Students should consult the course schedule to confirm the last day of drop/add.

Registration for new students is conducted during orientation week each semester.

During orientation week, students meet with their advisors who will review their files and program requirements. Advisors review course selections, clear the student to register through web registration and sign registration forms that may be required (such as those for independent study or private music lessons). At new student orientation, students will receive their web registration password and directions on how to register via web registration. Students must register via web registration at the designated time.

The priority for registration for new students during orientation week is based on program and/or total transferred credit hours. New students registering later than their designated time lose their priority registration status. The deadline to register for courses and submit completed applications for private music lessons, independent study courses, consortium agreement courses and audits is the last day of drop/add.

Graduate and Undergraduate Course Levels
Naropa University's courses are designated as graduate (500 and above) and undergraduate (100–499) and have course work and expectations corresponding to those levels. Because of this, graduate students may not, under any circumstances, take undergraduate-level courses to fulfill any requirements for their graduate degree.

Undergraduate junior or senior level students may take graduate courses (courses with only a graduate number) toward their undergraduate degree only with the permission of their advisor, the instructor and their major department chair. Departments reserve the right to approve or deny undergraduate participation in graduate courses. Undergraduate students should check carefully with their advisor and their major department(s) to ensure that the courses will fit into their degree. Graduate-level courses taken while an undergraduate may not count toward a graduate degree at Naropa (the course may not be used to satisfy two degrees).

Course Repeatability
Some Naropa courses are repeatable for credit. These courses are listed in web registration and may be taken multiple times for credit. Each time the course is taken, the grade will be calculated in the GPA. Courses that are not repeatable for credit may be taken a second time for a better grade. However, only the final time such a course is taken will earn credit and be calculated into the GPA. Students should consult with their advisors if they are considering retaking a class for any reason.

Drop/Add Period
Students may adjust their schedule for different courses, course sections and pass/fail or letter grade options during the drop/add period. The drop/add period for most courses ends at midnight on the ninth day of classes for the fall and spring semesters. Students who have not registered for any credits by the end of drop/add are considered "unknown withdrawal." Some courses with irregular start and end dates have different deadlines. These deadlines are listed in the course schedule. The summer drop/add period is significantly different for each course and is listed in the summer schedule of classes. There are no academic or financial penalties for adding or dropping courses during the drop/add period. Changes made after this period carry both academic and financial penalties. Fees are not returned after drop/add.

It is expected that during the drop/add period, a student will evaluate the course for its appropriateness and that the instructor will use this time to assist students in making a decision about the appropriateness of the course. At no time should an instructor ask a student to drop or withdraw, nor should students expect to get a refund beyond what is provided for in the drop/add and withdrawal periods for those classes that do not suit their needs. Students who have a conflict with an instructor should seek assistance from the dean of students.

Withdrawal Period
Students may withdraw from (but not add) courses during the withdrawal period. For most courses, the withdrawal period begins on the tenth day of classes and ends with the sixth week of classes for the fall and spring semesters. Some courses with irregular start or end dates have different deadlines. Information is available at www.naropa.edu/registrar. The summer withdrawal period is significantly different for each course and is printed in the summer schedule of classes. If a student withdraws from a course...
during this period, the grade of “W” for “withdrawal” will appear next to the course title on the student’s transcript. A partial reduction of tuition may apply. Fees are not refunded in the withdrawal period.

Beginning with the seventh week of classes for the fall and spring semesters, no further changes in a student’s schedule are allowed, except in the case of a documented medical or family emergency. If a student fails to attend or stops attending a course without dropping or withdrawing, a grade of “F” will appear on transcripts for that course.

### Drop, Add and Withdrawal Schedule

**Fall and Spring**

<table>
<thead>
<tr>
<th>When</th>
<th>Action</th>
<th>What Appears on Transcript</th>
<th>% Reduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>First 9</td>
<td>Drop/Add</td>
<td>Nothing</td>
<td>100% tuition</td>
</tr>
<tr>
<td>Days</td>
<td></td>
<td></td>
<td>100% fee</td>
</tr>
<tr>
<td>Days 10–15</td>
<td>Withdraw</td>
<td>Course title, grade of “W”</td>
<td>80% tuition</td>
</tr>
<tr>
<td>Week 4</td>
<td>Withdraw</td>
<td>Course title, grade of “W”</td>
<td>50% tuition</td>
</tr>
<tr>
<td>Week 5</td>
<td>Withdraw</td>
<td>Course title, grade of “W”</td>
<td>20% tuition</td>
</tr>
<tr>
<td>Week 6</td>
<td>Withdraw</td>
<td>Course title, grade of “W”</td>
<td>0% tuition</td>
</tr>
<tr>
<td>Weeks 7–15</td>
<td>No Changes Permitted</td>
<td>No Refund</td>
<td></td>
</tr>
</tbody>
</table>

### Wait Lists

A student attempting to register for a class that has no available seats may choose to be put on a wait list. As an opening occurs, the student will be registered for the course and will be notified by Naropa email. Students are responsible for checking their email and web registration regarding wait-listed courses. Failure to do so will not relieve students’ academic or financial responsibility for the course.

Since a wait-listed student is automatically registered when an opening occurs, the student should attend the class until notified that she can not be added to the class, or until the end of drop/add, whichever occurs first. A student who does not wish to be in the class should drop the class as soon as this decision is made, regardless of the student’s position on the wait list.

Wait-listed students should check with their advisor or web registration before the end of drop/add if they have any questions about their status in a wait-listed class.

If an opening does not occur by the last day of drop/add, the wait-listed student must stop attending the class.

Students on financial aid are responsible for being registered for the minimum number of credits they need to receive their financial aid. Wait-listed classes will not count toward that minimum. Students who are registered for less than their minimum should consider dropping any wait-listed courses and registering for a course that still has openings.

For any question about a financial aid award, students should check with the Financial Aid Office.

### Jury Duty

Students who are called to jury duty and not subject to an exemption will be excused from class for jury duty. Students must provide their certificate of participation after jury service to each faculty member whose class was missed. Students will be given an opportunity to make-up any classes or class work missed because of jury duty. In the event that students complete the make up assignment within the time frame established by the faculty, they will not be charged with an absence as the result of jury service.

### No Shows

If a student fails to drop or withdraw from courses or workshops for which the student has registered and is no longer attending, the student will receive the grade of “F.” The student is liable for full tuition and fees for those courses, regardless of whether the student attended the courses.

### Registration Holds

A student with outstanding financial obligations to the university will not be permitted to register until payment has been made or arranged with the tuition cashier. Such obligations include, but are not limited to, tuition and fees, transportation fines, library fines and loan payments.

### Changing a Course Status

#### From Credit to Audit

If the course has seats available and a student wants to audit, the student must drop the course via web registration and submit an audit form to Student Administrative Services. Students are added to courses on a first-come, first-served basis at the end of the drop/add period.

#### From a Letter Grade to Pass/Fail

A student may only change from letter grade to pass/fail or vice versa during the drop/add period. This change can be made by submitting the Letter Grade to Pass/Fail form to the Student Administrative Services Office before the last day of drop/add for the course. Students must obtain permission from an advisor before making this change.
From Audit to Credit
A student may not change a course status from audit to credit.

Courses Requiring Prerequisites or Permission
If a course listing stipulates that a prerequisite is necessary or permission of the instructor or department is required, it is the student’s responsibility to comply with this requirement. Failure to do so will jeopardize completion of the course. To gain permission to be in a course for which a student has not met the prerequisite or course requirement, the student should see the department administrating the course. After obtaining authorization, the student must register for the course via web registration.

Workshops and Special Study Opportunities

Workshops
A workshop is a short course that takes place over a Friday, Saturday and Sunday, or some combination thereof. A student must drop or add a workshop by 11:59 p.m. the Thursday before the workshop starts. Because the drop policy for workshops is more restrictive than for the university’s regularly offered academic courses, students are encouraged to speak with the sponsoring department and/or instructor to ensure that the workshop will provide what they want before registering. A student receiving financial aid should be aware that dropping a workshop late in the semester may affect his or her aid eligibility, particularly if this action reduces the number of credits below the minimum amount required to receive aid. Students should contact the Financial Aid Office before dropping any workshop or course to see if their aid would be jeopardized.

How to Register for Workshops
Students register for workshops through web registration. Only those workshops listed in the academic course schedule are available for credit. The deadline to register for, drop or add workshops is 11:59 p.m. on the Thursday before the class begins. Full payment is required within one week of registration.

Schedule to Add and Drop Workshops

<table>
<thead>
<tr>
<th>Fall, Spring and Summer</th>
<th>Drop/Add</th>
<th>Nothing</th>
<th>100% tuition</th>
<th>100% fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>When Action What Appears % Reduction on Transcript</td>
<td>11:59 p.m. on Thursday</td>
<td>Drop/Add</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Withdrawal Period for Workshops
Withdrawals from workshops are not permitted by the university, except in the case of a documented medical or family emergency. Failure to attend a workshop will result in the grade of “F” for that workshop on the student’s transcript.

Special Study Opportunities
Special study opportunities include independent study, private music lessons, audited courses and courses taken through consortium agreement. Each of these is designed to permit some latitude because the university is committed to honoring the integrity of individual academic journeys and nontraditional approaches to learning. Special study opportunities require students to comply with extra policies and procedures. The availability of each type is limited by restrictions that are designed to protect academic integrity at Naropa.

How to Register for Special Study Opportunities
Students cannot register themselves via web registration for special study opportunities. Students must submit completed applications to Student Administrative Services (SAS) by the drop/add deadline. SAS then registers students.

Independent Study
Independent study is a semester-long course in which a student works with a Naropa faculty supervisor to present work reflecting the student’s independent research and learning on a particular topic. The design of the project and its schedule for completion, including deadlines and meetings with the faculty supervisor, are required for approval of the project, and are the student’s responsibility. The student is awarded credit based on following the proposed schedule, making and keeping appointments with the faculty supervisor and on the quality of the academic work submitted to the faculty supervisor. Neither approval nor credit is given retroactively. The regular tuition is assessed. The student must submit the approved supplemental independent study application with the department chair and advisor’s signatures. If a student is planning to take an independent study, the student must begin the process the semester prior. All independent study proposals must be submitted to the chair of the department hosting the independent study course by December 1 for spring semester courses, May 1 for summer semester courses and July 1 for fall semester courses. The form and proposal must be submitted to Student Administrative Services by the last day of drop/add. Late adds are not permitted. It is the student’s responsibility.
to finish the work in time for it to be evaluated, graded and the grade submitted to the registrar by the grade due date of the semester in which the student is registered for the course. The student is responsible for all policies and procedures as outlined in the Application for Independent Study form.

**Independent Study Restrictions**

Students are permitted to take no more than 6 total credits of independent study (exceptions below). Undergraduate students will not be allowed to take independent study before the start of junior year. Undergraduate students in the BA Interdisciplinary Studies major are permitted to take up to 9 credits of independent study toward their degree. Traditional Eastern Arts (TRA) majors do not have a limit on the number of independent studies taken through the TRA department.

A student must be in the junior or senior year or must be a graduate student to be enrolled in an independent study. Independent study courses may only be taken by nondegree students if they are full-time, visiting students.

**Audited Courses—Fall and Spring Only**

Full-time, degree-seeking students may audit courses that have been set up as available to audit by the departments. Students do not receive credit for audited courses. An automatic grade of “AU” is given, regardless of attendance or completed course work. To audit a course, a student must first confirm that the course is available to audit. The Office of Student Administrative Services (SAS) will have a list of courses available to audit during drop/add week. This is also available via the web at www.naropa.edu/registrar. Please note that workshops and summer courses are never available for audit. Audit forms are available to students during drop/add week at SAS and must be submitted by the last day of drop/add for the course with the signature of the instructor. Audit forms are processed on a first-come, first-served, space-available basis. After the end of the drop/add period for the course, SAS will notify the student if the student was registered to audit the course requested. If a course is full, or not available to audit, the student must stop attending the course.

A student may never drop, withdraw, receive a grade of incomplete or receive a refund for an audited course.

Weekend workshops and summer courses are never available for audit.

A student who is in the final semester before graduation and who is registered less than full-time status is permitted to audit. This option is available for one semester only.

**Private Music Lessons**

Music majors are allowed unlimited private music lessons on their primary instrument or in their primary subject area as determined in consultation with the chair of the Music Department. Private music lessons on secondary instruments or in secondary subject areas will be considered on a case-by-case basis and must be approved by the chair of the Music Department.

Students who have declared a major in Interdisciplinary Studies may register for up to 9 credits of private music lessons when lessons are an integral part of the student’s degree program, as determined by the Interdisciplinary Studies department chair.

Students with a minor in music may take up to 3 credit hours of private music lessons.

All other students are limited to 3 credits of private music lessons and may take private music lessons only if the lessons are considered essential to their degree by their major department.

No student may take private music lessons in a subject currently covered by a Naropa course except music majors with a primary study in voice.

No private lessons in voice will be approved for non-Music majors. Students interested in studying voice should register for MUS 208, Naropa Chorus, which includes instruction in vocal technique.

All private music lesson applications are subject to approval by the music program and budgetary restrictions. Applications must be received by a deadline set each semester.

**Consortium Agreements and Taking Courses Outside Naropa**

The purpose of consortium agreements (also known as individual study opportunities) is to allow students to spend a semester at another school without taking a leave from Naropa and to assist students in keeping their federal financial aid if they are taking a course at another school.

**Procedure to Register with a Consortium Agreement**

The information and application packet for consortium agreements explains the complete process and policies. However, please keep the following information in mind: Only junior, senior and graduate students with a cumulative grade point average of 3.0 or above are eligible to take a consortium agreement.

A student should see his or her advisor to determine if consortium agreement study is appropriate and that the program and classes he or she intends to take fit with course work at Naropa. Restrictions apply to both the student and the consortium school. Please consult the consortium agreement packet for these policies.
To receive credit, the student must request a transcript from the consortium school and have it sent to Student Administrative Services (SAS). The transcript must arrive at SAS within one semester after the student has finished courses at the consortium school. After one semester has elapsed, the student is irrevocably assigned the grade of ‘F’ for the course(s).

Courses taken through consortium are not considered “in residence” courses. (See In-Residence Requirements).

All courses taken through consortium must count toward the degree but cannot count toward the major. For graduate students, all consortium courses must count toward the degree. Exception: Courses taken through consortium may count toward the major for undergraduate Interdisciplinary Studies students. The department may impose limits on the number of credits Interdisciplinary Studies majors may count toward the major.

Financial Aid: If the student is receiving financial aid, aid will be based on the cost of attendance at the consortium school. Students may not use Naropa scholarship or grants to attend a consortium school. Students should consult the Financial Aid Office with any questions about how a consortium may affect financial aid.

If a student wishes to take courses outside of Naropa but does not wish to apply for a consortium agreement, the student must gain permission to take the courses by completing a transfer credit pre-approval form.

Requirements for Graduation

Undergraduate Study

Naropa offers the following undergraduate degrees:

- Bachelor of Arts
- Bachelor of Fine Arts

Undergraduate students must meet the minimum requirements to receive the Bachelor of Arts or Bachelor of Fine Arts degree from Naropa University. Please see the BA and BFA requirements as listed in the academic department section of this catalog. The minimum academic requirements an undergraduate student must complete to receive an undergraduate degree at Naropa University are as follows:

1. The student must have a cumulative GPA of at least 2.0.
2. Only courses numbered between 100 and 499 may be counted toward degree requirements, except by permission of advisor.
3. All requirements of the major departments and other core and required curriculum must be completed as outlined in the catalog under which the student was admitted.

4. All work must be completed within the maximum time frame for degree completion (see p. 57).

In-Residence Requirement and Transfer Credit

Undergraduate students must take at least 60 credits in residence at Naropa. Credit earned through an exam or transferred from another accredited college or university (including courses taken through consortium agreement) does not count toward in-residence credits. The first semester a student is matriculated at Naropa must be taken on campus.

Students who have earned credits while a non-degree student at Naropa may be able to apply some or all of these credits to a Naropa degree. Students should speak with an advisor about the possibility of transferring these credits and whether or how they may be applied to degree requirements.

Courses taken as a nondegree student at Naropa will appear on the student’s transcript with a letter grade. When transferring in nondegree credits, Naropa University credits will be transferred in first. Courses taken at Naropa as a nondegree student may count toward the major by permission of the department.

Classification of Students

Each semester, full-time, degree-seeking students will be classified in one of the four classes according to the total number of credit hours earned at Naropa University and/or accepted as transfer credits.

- First-Year Student 0–29.5 hours
- Sophomore 30–59.5 hours
- Junior 60–89.5 hours
- Senior 90–120 hours

Graduate Study

Naropa offers the following graduate degrees:

- Master of Arts
- Master of Divinity
- Master of Fine Arts

The minimum academic requirements a graduate student must complete to receive a graduate degree at Naropa University are as follows:

1. The student must have a cumulative GPA of at least 2.7.
2. Only courses numbered between 500 and 899 may be counted toward degree requirements.
3. All requirements of the department must be completed as outlined in the catalog under which the student was admitted.
4. All work must be completed within the maximum time frame for degree completion (see p. 57).

**In-Residence Requirement and Transfer Credit**
Graduate students may have a maximum of 6 credits taken out of residence. Credit taken at another accredited college or university (including courses taken through consortium agreement) is considered out of residence. If a student wishes to change a Naropa for-credit course from nondegree to degree-seeking status in order to have these credits apply toward a degree, the student may do so with the permission of the student’s advisor, who must indicate in writing to the registrar which requirement the course will fulfill.

After matriculation, courses taken outside Naropa must be taken through consortium agreement or have prior approval to apply to the degree.

**Enrollment Status**

**Full-, Three-Quarter- and Half-Time Status**
Enrollment status is used for federal government reporting purposes to determine, among other things, eligibility for financial aid and deferment of financial aid loan repayments. The minimum credit requirements that follow apply to all sessions (fall, spring and summer), and do not, in any way, prohibit a department from requiring that more credits per semester be taken. The minimum credit requirements refer only to courses taken for credit. Waitlisted courses and courses taken for noncredit or audit are not considered in determining full-, three-quarter- and half-time status. International students should contact the international student advisor before making any changes to enrollment status.

**Undergraduate**

Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Status</th>
<th>Credits per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>12 or more credits</td>
</tr>
<tr>
<td>Three-Quarter-Time</td>
<td>9–11.9 credits</td>
</tr>
<tr>
<td>Half-Time</td>
<td>6–8.9 credits</td>
</tr>
</tbody>
</table>

**Graduate**

Fall, Spring and Summer

<table>
<thead>
<tr>
<th>Status</th>
<th>Credits per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>9 or more credits</td>
</tr>
<tr>
<td>Half-Time</td>
<td>6–8.9 credits</td>
</tr>
</tbody>
</table>

There is only one exception to these definitions of enrollment status. (See Special Student Status.)

**Special Student Status**

(Master’s Paper/Thesis/Manuscript)
If a graduate student has not finished the master’s paper, thesis or manuscript by the time the student has completed all other course work required for the degree, the student must register for a 0.5-credit extended paper, extended thesis or extended manuscript course for each semester the project remains unfinished until the student officially graduates. It is the student’s responsibility to finish the work in time for it to be evaluated and graded and for the grade to be submitted to the registrar by the grade due date of the semester for which he or she is registered.

Paying the bus pass fee and 0.5 credit tuition entitles a student to special student status, which means that the student can be verified as a half-time student while carrying 0.5 credits. This status may be granted for as many semesters as are remaining within the time limit for completing the degree. During this time, students are not eligible to receive financial aid or to be on a leave of absence.

There is no need to register for extended master’s work courses during the summer unless the student is planning to complete the work during the summer session.

Students may receive a grade of “Pass,” “Fail” or a letter grade for a master’s work extension course. Two other grades may be given:

**SP = Satisfactory Progress**
The project is not yet completed, but the student made adequate progress; this grade can only be used in master’s work and extension courses.

**I/F = Incomplete/Failure**
For unusual, extenuating circumstances when only a small portion of the work remains to be completed.

Students are not eligible to receive the grade of “I/F” at the end of the fall semester. They are eligible to receive the grade of “I/F” at the end of the spring semester in order to continue working on their project during the summer if an extended master’s work course is not offered over the summer. If a student has not finished the work in time for it to be evaluated and graded and the grade to be submitted to the registrar by the grade due date of the summer session, the student must register for another extended master’s work course during the following fall. The “I/F” grade will then be changed to “SP”.

**Grading**
Naropa does not believe that grades are the single most important measure of education; therefore, the university does not determine or publish a dean’s list, nor does it confer degrees cum laude. However, grades remain an important indicator of a student’s academic performance, as well as a useful tool for communicating educational accomplishments to others through transcripts. The student’s instructor is required to clearly state the criteria for grading in the course syllabus at the beginning of the course, and it is the student’s responsibility to understand it.
In addition to grades, Naropa uses a model of five qualities, which is considered integral to the make-up of a fully educated person. These five qualities are openness and respect for one's immediate experience; interpersonal and communication skills; sharpened critical intellect; resourcefulness and appreciation of the richness of one's world; and effective action.

Course instructors have the responsibility for assessing the quality of student accomplishment, according to criteria and procedures stated in the course syllabus.

Undergraduate Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>Acceptable</td>
</tr>
<tr>
<td>D</td>
<td>Poor</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
</tr>
</tbody>
</table>

For undergraduate students, a grade of “C” is the minimum for required courses in the student’s major and minor fields of study. A grade of “D-” is minimally adequate for all other courses. An undergraduate student does not receive credit for a course in which he or she receives the grade of “F.”

For calculating a grade point average, the numerical equivalents of each grade are

<table>
<thead>
<tr>
<th>Grade</th>
<th>Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Graduate Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td>Acceptable</td>
</tr>
<tr>
<td>C+</td>
<td>Failure</td>
</tr>
<tr>
<td>or lower</td>
<td></td>
</tr>
</tbody>
</table>

For graduate students, a grade of “B-” is minimally adequate. A graduate student does not receive credit for a course in which he or she receives the grade of “C+” or lower. A grade of “C+” and below is entered as “F.”

Incomplete

Naropa allows a grade of incomplete/failure (I/F), which is granted to students who have fallen behind in their work due to exceptional, unforeseen circumstances. I/F grades are appropriate when (1) there are extenuating, exceptional circumstances, and (2) only a small portion of the course requirement remains to be completed. I/F grades are assigned by the instructor at his or her discretion. I/F grades allow students one additional semester to complete the work. Summer is not considered a semester. The instructor may set an earlier deadline for submission of course work at his or her discretion. It is the student’s responsibility to finish the work in time for it to be evaluated, graded and the grade submitted to the registrar by the grading deadline of the following semester. Failure to complete the work by the deadline will result in a final grade of “F” for the course. Extensions of time are considered only for fully documented medical or family emergencies.

Pass/Fail

All required courses in the student’s major and minor must be taken for letter grade, except for courses such as group process, where letter grades are inappropriate, and for courses the department has designated as pass/fail. Elective courses may be taken on a pass/fail basis, with the student’s academic advisor’s approval. For undergraduate pass/fail courses, all grades of “C” and above convert to a final, reported grade of “P.” For graduate pass/fail courses, grades of “B-” and above convert to “P.” A grade of “P” does not affect the student’s grade point average. A grade of “F” lowers the student’s grade point average. The pass/fail option must be selected during the registration and drop/add periods. A student who wishes to change a course to pass/fail must complete a form and submit it to Student Administrative Services.

Please note: A student receiving Veterans Educational Benefits must receive letter grades for all classes that are part of the student’s degree program. If a class is only offered for pass/fail, it is the student’s responsibility to make arrangements with the instructor at the beginning of the semester to receive a letter grade. The student must also see Student Administrative Services to have the grade status changed to “letter grade” in pass/fail courses.

Other Grades

On occasion, a student will receive a grade report or transcript with grades other than those listed above, as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AU</td>
<td>Audit</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
</tr>
<tr>
<td>NR</td>
<td>Not Reported</td>
</tr>
<tr>
<td>NC</td>
<td>Noncredit</td>
</tr>
<tr>
<td>SP</td>
<td>Satisfactory Progress</td>
</tr>
<tr>
<td>or lower</td>
<td></td>
</tr>
</tbody>
</table>

(used only in master’s work and extension courses)
Unreported Grades
If a grade remains unreported by an instructor for one complete semester despite notification to the instructor and student, that grade shall be entered as a grade of “F.”

Grade Disputes
If a student believes a grade has been assigned incorrectly or unfairly, the student should consult with the instructor to determine the basis for assigning the grade. The instructor may request a grade change by using the Grade Change form available from the Office of Student Administrative Services. Grades may not be changed on the basis of work submitted following the end of the semester, with the exception of removing the grade of “incomplete.” If the student and instructor are unable to resolve the issue, the student may submit an appeal to the chair of the department that offers the course. The appeal should include copies of all correspondence with the instructor of the course. The department chair may change the grade or reject the appeal. In the event a student is unable to resolve the issue to his or her satisfaction with the department chair, the student may submit an appeal to the vice president for academic affairs for resolution, including a record of all correspondence with both the instructor and the department chair. The vice president will either resolve the matter directly or by appointing a faculty review committee. The ultimate ruling from the vice president for academic affairs on grade disputes is final.

The deadline for submission of a grade change is the end of the second week of the semester following the semester in which the grade was assigned (e.g., for fall semester grades, the end of the second week of the following spring semester).

Declaration of Major
Students may declare a major after they have earned a total of 30 credits and have at least a 2.0 grade point average. Students must also have successfully completed or be currently enrolled in the following courses: Writing Seminar II, Contemplative Learning Seminar and Diversity Seminar. Students declaring a major in Interdisciplinary Studies may do so while they have 30 credits in progress. Please see individual department sections for details regarding specific major declaration requirements. The deadline to submit completed major declaration forms to Student Administrative Services is October 15 for registration for the spring and March 15 for registration for the fall semester. Students must see their advisor to begin the process of declaring a major. Declaration of major after 60 credits may result in a delay of financial aid.

Declaration of Minor or Concentration
Minors and concentrations are declared using a form which must be submitted to Student Administrative Services. Students must have earned at least 30 credits to declare a minor. Students should see department sections and their advisor for details on available minors and concentrations.

Academic Standing, Satisfactory Academic Progress, Probation and Suspension

Academic Good Standing
Undergraduate academic good standing requires a semester grade point average (GPA) of 2.0. Graduate good standing requires a semester GPA of 2.7. Grade point average and academic good standing do not guarantee acceptance into an internship. Consult departments for details.

Academic Probation
If a student’s semester GPA falls below good standing, the Office of the Registrar will notify (1) the vice-president for academic affairs, (2) the student’s advisor, (3) the director of financial aid (if the student receives financial aid) and (4) the dean of students. The student will be placed on academic probation and notified of this status in writing by Academic Affairs. Probation status is indicated on transcripts.

Academic Progress
Students must complete a minimum number of credits each semester in order to be making Satisfactory Academic Progress according to the following schedule:

- **Graduate Students:** 10 credits per year
- **Graduate Certificate Students:** 5 credits per year
- **Undergraduate Students:** 20 credits per year
- **Undergraduate Certificate Students:** 10 credits per year

This schedule ensures that students will complete their degree program within the maximum time frame for degree completion.

Student records will be reviewed each year and those students who have not completed a minimum of the needed number of credits may be asked by their department to create a plan for completing their degree in the allotted time (see Maximum Time Frame for Degree Completion). Those students who fail to comply with this plan may be suspended from the university.

Academic Suspension
Two consecutive semesters of academic probation automatically result in suspension. Suspension status is indicated on transcripts. Once on academic suspension, a student is not allowed to enroll in credit courses at the university. To initiate an appeal to be reinstated to the university following suspension, a student must write a letter concerning the situation to the vice-president for academic affairs and must complete any outstanding course work such as courses that still have a grade of “I/F” (incomplete). A review committee is then formed.
to evaluate the situation. The committee consists of the student’s academic advisor, the vice-president for academic affairs, the dean of students and the director of financial aid (if the student receives financial aid).

Students can avoid probation and suspension by seeking help from instructors, academic advisor, tutors and fellow students before their status is at risk. The earlier students seek support, the more likely they are to avert problems. Students should contact Student Affairs for referrals or specific assistance.

Leaving Naropa University
Graduation
Maximum Time Frame for Degree Completion
Students must complete all requirements for their degree program and graduate within the following time frames:

Undergraduate Students
- Students who transferred in 0–29 credits: 6 years
- Students who transferred in 30–59 credits: 5 years
- Students who transferred in 60 credits: 4 years
- Certificate programs: 3 years

Graduate Students
- Programs requiring more than 60 credits: 6 years
- Programs requiring 45–60 credits: 5 years
- Programs requiring 30–45 credits: 3 years
- Certificate programs: 3 years

Applying for Graduation
Students must apply to graduate, which is a separate process from participating in commencement, during the last semester in which all course work will be completed. Graduation applications may be obtained from the student’s academic advisor. Only legal names will be printed on diplomas. It is very important to check Naropa email for updates, deadlines and announcements concerning the graduation process.

Degree Dates
Degrees carry the date of the semester in which a student completes all of the requirements for the degree. Whether or not a student is eligible to graduate in the summer is entirely at the discretion of the student’s academic department.

The Effect of Incompletes or Course Work Not Yet Taken
If a student has any incomplete work, the student’s degree will carry the date of the semester in which the work was completed, not the semester in which the work was started. A student who takes an Incomplete during the semester of expected graduation will automatically be moved to the next graduation review. If course work (including extended master’s paper/thesis) is not completed by the end of the following semester, the student must reapply for graduation.

If a student is taking courses at another accredited institution to fulfill degree requirements, official transcripts must be received within one semester after the courses have been completed. Undergraduate students taking courses at another institution to complete requirements and who are not enrolled in any classes at Naropa for their last semester must apply for a leave of absence or register through consortium agreement in order to retain their student status. Graduate students who have registered for thesis are not eligible to take a leave of absence and must register for Extended Thesis each semester until graduation requirements are met.

Diplomas and Transcripts Verifying Graduation
A diploma and two copies of official transcripts are mailed after final grades have been verified and after other audit checks are completed, normally eight to ten weeks after the ceremony. Official transcripts verifying graduation can be mailed earlier; after final grades have been verified, normally three weeks after the ceremony. There is no charge for the first two transcripts; however, requests for early transcripts must be in writing. Although there is only one commencement ceremony per academic year (at the end of the semester), diplomas and official transcripts verifying graduation will be available approximately three weeks after the end of the semester in which all requirements for a degree are completed.

Refund of Confirmation Deposit
A student’s confirmation deposit of $250 will be refunded by mail as soon as all graduation audits are completed. Students can contact the tuition cashier within one month after graduation to donate the $250 confirmation deposit to the Naropa Scholarship fund.

Leave of Absence
If a student plans to take a break from studies at Naropa, the student can save his or her place in the program for a maximum of one year by following the leave of absence procedure. If the student is in good academic and financial standing, the leave is usually approved, and the student may return to the university within one year without having to reapply for admission. A student may take multiple leaves of absence as long as they do not exceed a total of one calendar year. A student in Special Student Status may not take a leave of absence.
The Leave of Absence form is available from the student’s advisor. Students must route it to the following people for their signature and approval: (1) academic advisor; (2) the assistant dean of students; (3) library; and (4) the international student advisor; if appropriate and (5) the Office of Student Administrative Services. Library fines, unpaid tuition or dues, failure to complete an exit interview with Financial Aid and other factors prevent permission to take a leave. Students are responsible to be sure that they have received permission from each necessary department. For what to do in case of a medical or family emergency, see Leaves of Absences and Withdrawals in Cases of Medical or Family Emergency.

Procedure for a student who has not registered for the semester in which the student wishes to take a leave:
A leave of absence should be applied for during the semester prior to departure. The deadline to begin the process of taking a leave of absence is the end of the drop/add period during the first semester in which the student is not registered for courses. Applications begun after that date will be assessed a $30 processing fee. A student should begin the process by notifying his or her advisor and filling out a Leave of Absence form. The deadline for completion of the process is the last day to withdraw from classes. By this date, the student should be sure to have received permission from all departments listed on the Leave of Absence form.

A student who fails to register for the current semester and who does not file for a leave of absence will be considered an “Unknown Withdrawal” after the last day of drop/add. After the last day to withdraw from classes, requests for a leave of absence can no longer be accepted for the current semester. At this time, any student with incomplete applications will become an “Unknown Withdrawal.” (See Failure to File a Formal Leave of Absence or Withdrawal from the University.)

Procedure for a student wishing to take a leave of absence during a semester for which the student has already registered: A student who is registered for the current semester but wishes to take a leave of absence in the current semester is encouraged to drop his or her classes and begin the process of applying for a leave before the last day of drop/add in order to avoid financial penalties. A student who begins the process after the last day of drop/add will be financially responsible for any classes from which he or she withdrew. Any student who is still pending approval for a leave after the last day to withdraw from classes will be considered an “Unknown Withdrawal.” No applications for a leave of absence will be accepted after the last day to withdraw from classes.

Students who apply for a leave of absence must drop or withdraw from their classes.

Returning from a Leave of Absence
If a student is returning to a program after an authorized, unexpired leave of absence, the student should contact his or her academic advisor stating the semester returning. It is not necessary to reapply through the Admissions Office.

Students may register during orientation week with new students, or may preregister with other returning students during the preregistration period of the semester preceding the semester returning (during April to return in the fall semester; or during November to return during the spring semester).

Withdrawal after a Leave of Absence
If at the end of a leave of absence the student decides not to return, the student must then follow the procedures for a permanent withdrawal (see below) in order to have the confirmation deposit returned.

Special Consideration for Graduate Students
Graduate students, who have completed all their course work but not the master’s thesis, paper or manuscript, are not eligible for leaves of absence. Instead, they must register for a 0.5 credit extended thesis, extended paper or extended manuscript course for every semester that elapses until the master’s work is completed.

Leave of Absence and Confirmation Deposit
When a leave of absence is taken, the confirmation deposit is not returned.

Permanent Withdrawal from the University
If a student decides to leave Naropa and has no intention of returning, the student must complete the Request for Withdrawal from Naropa University form, which is available from the student’s advisor. It is the student’s responsibility to make appointments with the following people to obtain their approval and signatures on the form: (1) academic advisor; (2) the dean of students; (3) library; (4) the international student advisor; if appropriate, and (5) the Office of Student Administrative Services.

When a student has completed the paperwork for permanent withdrawal from the university, the student’s confirmation deposit (minus any outstanding fees) will be refunded by mail. If the student wishes to return to the university, the student must reapply through the Admissions Office. (See Readmission.)

Withdrawal Beginning in the Next Semester
A student should apply for withdrawal from the university during the semester prior to departure. The deadline to begin the process of withdrawing during the first semester in which the student is not registered for courses is the end of the drop/add period. Applications begun after that date will be assessed a $30 processing fee. A student should...
begin the process of withdrawing by notifying his or her advisor and filling out a Request for Withdrawal from the University form. The deadline for the completion of the withdrawal process is the last day to withdraw from classes. By this date, the student should be sure to have received permission from all departments listed on the Withdrawal from the University form.

A student who fails to register for the current semester and who does not file for a withdrawal will be considered an "Unknown Withdrawal" after the last day of drop/add. After the last day to withdraw from classes, withdrawal requests can no longer be accepted for the current semester. At this time, any student with incomplete applications will become an "Unknown Withdrawal."

Procedure for a student wishing to withdraw from the university during a semester for which the student has already registered: A student who is registered for the current semester but wishes to withdraw in the current semester is encouraged to drop his or her classes and begin the process of applying for withdrawal from the university before the last day of drop/add in order to avoid financial penalties. A student who begins the process after the last day of drop/add will be financially responsible for any classes from which the student withdrew. Any student who is still pending approval for withdrawal after the last day to withdraw from classes will be considered an "Unknown Withdrawal." No applications for withdrawal will be accepted after the last day to withdraw from classes. Students must be sure to drop or withdraw from all classes they do not plan to complete, including classes for which they have preregistered. Failure to drop or withdraw from classes will result in being charged for full tuition.

Withdrawal and Financial Aid
Students who are permanently withdrawing from the university and are receiving federal financial aid, should see “Withdrawals and Return of Title IV Funds” in the Financial Aid section. Students may need to repay some of their financial aid and may end up owing Naropa if they completely withdraw. Students should consult with the financial aid counselor before making a decision regarding withdrawing from the university.

Leaves of Absence and Withdrawals in Cases of Medical or Family Emergency
Medical and family emergencies may entitle a student to the grade of “withdraw” (W) for courses. The student must complete the Exception to Policy/Emergency Withdrawal form and a health care professional must complete the Medical Documentation form (in the case of a medical or mental health emergency). The majority of family emergencies are due to death or illness in the student’s immediate family. In those cases, students must provide proof of the family emergency in the form of a letter from a health care professional or a death notice. Other documentation may be accepted under certain circumstances. The student must provide documentation that clearly shows that the student was unable to complete his or her work due to the emergency. The documentation will then be reviewed by the university. Tuition may be prorated in proportion to the portion of the semester actually attended. The student must apply for a leave of absence to hold a place in the program until the student is able to return.

Grades of “W” do not constitute permanent withdrawal from the university. A student must follow the Withdrawal from the University procedure to officially withdraw.

Unknown Withdrawal
If a student does not register for any fall or spring semester classes by the last day of drop/add and does not file a permanent withdrawal or leave of absence, the student’s status is changed to “Unknown Withdrawal.” A student who is “Unknown Withdrawal” is considered to have left the university and forfeits the deposit.

If a student leaves the university and has registered for courses for the subsequent semester, the student must drop those courses or shall be liable for all tuition and fees for those courses, and will receive the grade of “F” for those courses not attended.

A student who is considered “Unknown Withdrawal” must reapply for admission to continue studies at Naropa University. The basis of this policy is the university’s belief that continuity is an integral and significant part of contemplative education. This policy applies when students (1) file a formal withdrawal from the university, (2) drop or withdraw from all courses in any one semester; (3) complete all courses in any one semester but do not register the following semester by the end of drop/add or (4) do not return from a leave of absence within the specified time.

There is one exception to this policy, provided the student did not permanently withdraw from the university. If a student left with less than 6 credits remaining to complete a degree, and the student is still within the maximum time frame to complete the degree, that student will be allowed to submit a retroactive leave of absence request, with approval by the academic department and advisor. The retroactive leave of absence will be subject to a $30 late fee. The student would then be allowed to finish the remaining requirements and graduate without reapplying to the university.
Readmission

- If a student completed all courses in any one semester but did not register for the following semester and did not file a leave of absence, the student must reapply for admission to continue studies at Naropa University.
- If a student dropped or withdrew from all courses in any one semester, and did not file a leave of absence, the student must reapply for admission to continue studies.
- If a student does not return to the university after a leave of absence, the student must reapply for admission to continue studies.
- If a student filed a Permanent Withdrawal from the University form, the student must reapply for admission to continue studies.
- If a student was considered an Unknown Withdrawal, the student must reapply for admission to continue studies.

When a student is readmitted, credits previously earned may be counted toward the degree the student is seeking, at the discretion of the academic department to which the student is applying. The admission and graduation requirements of the academic year for which the student is reapplying will apply. All students that reapply must repay the confirmation deposit.

Student Records

Change of Address

All students must inform the Office of Student Administrative Services of new addresses and telephone numbers when they move. To change an address, students may submit the new address through the web registration system or they may mail an address change with a signature to Naropa University, Student Administrative Services, 2130 Arapahoe Avenue, Boulder, CO 80302. Students may also fax address changes with a signature to 303-546-3536 or call 303-545-5534.

It is essential that Student Administrative Services be notified of any address or phone number changes. Failure to provide a working address or telephone promptly does not relieve students from responsibility for being aware of the information that the university attempted to deliver.

Change of Name

If a student changes his or her name, the student must submit official documentation to the Office of Student Administrative Services. Identification showing both the old name and the new name is required. Acceptable documentation includes a court order for legal name change or a social security card reflecting the new name.

Change of Other Personal Information

If a student’s marital status, parent address or emergency contact has changed or is expected to change soon, the student must inform the Office of Student Administrative Services; they may need this information in case of emergency, or for reporting purposes. The Emergency Contact Information Form located outside the Office of Student Administrative Services should be used to update this information.

Obtaining Records

Transcripts

The Office of Student Administrative Services issues both official and unofficial transcript copies of student academic records. The Transcript Request procedure is available on the web at www.naropa.edu/registrar.

Transcripts for Recent Graduates

Two copies of the student’s official transcripts are automatically mailed (along with diplomas) after final grades have been verified and after other graduation audit checks are completed, normally eight to ten weeks after the end of the final semester. Official transcripts verifying graduation can be mailed earlier, after final grades have been confirmed, normally four weeks after the ceremony. There is no charge for the first two transcripts; however, requests for early transcripts must be in writing.

Transcript Fees

<table>
<thead>
<tr>
<th>Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Official Transcript</td>
<td>$5</td>
</tr>
<tr>
<td>Additional Charge to Fax Transcript</td>
<td>$3</td>
</tr>
<tr>
<td>Additional Charge for 24-hour Service</td>
<td>$10</td>
</tr>
<tr>
<td>Overnight Express Delivery</td>
<td>Actual mailing cost</td>
</tr>
</tbody>
</table>

Transcript Holds

A hold will be placed on records if a student has not met obligations to the university. Such obligations include, but are not limited to, tuition and fees, transportation fees, library fines and loan payments. Transcripts may also be withheld for nonfinancial reasons, such as failure to apply for graduation. Official transcripts will not be released by the university, to a student or any other person or organization authorized, until all outstanding financial obligations to the university have been met. Once a student’s obligations have been fulfilled, transcript requests can be processed.

Other Student Records

Students may make an appointment to view files at no charge. Students may request that their student academic record be photocopied by the Office of Student Administrative Services for a charge of $1 per page, up to a maximum of $30. Copies will not be made of third-party documents such as transcripts or diplomas from another school. Requests for copies of student academic records to be sent to other parties must be in writing and must carry the student’s (or the student’s authorized representative’s) signature.
Providing a student has not waived right of access to these letters, the student may request copies of letters of recommendation.

Those who applied to Naropa University, but never attended, have no access to any information submitted to Naropa. Copies will not be made of any application materials and materials will not be returned to students, with the exception of artwork and slides. In order for these items to be returned, the applicant must have provided a self-addressed, stamped envelope.

Naropa University destroys student records after five full years of nonattendance.

**Disputing Records**
A student has up to one year after leaving Naropa to dispute any of his or her academic records or apply for a medical or family emergency withdrawal from a class. After this time, a disputation of a student record will not be considered.

**Family Educational Rights and Privacy Act of 1974**
Naropa University makes every effort to comply with the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment). This act is designated to protect the privacy of educational records, to establish a student’s right to review and inspect student records, and to provide guidelines for the correction of inaccurate information through informal and formal hearings. Students also have the right to file complaints with the Family Educational Rights and Privacy Act Office concerning alleged failures by the institution to comply with the act. Student rights begin upon matriculation, which begins at Naropa after the student has attended any part of a for-credit course.

The policy permits disclosure of educational records under certain limited circumstances and routine disclosure, at the university’s discretion, of information referred to as directory information: name, permanent and local addresses, telephone number(s), date and place of birth, major/minor field of study, class, anticipated degree and completion date, dates of attendance, full- or half-time status, degrees and awards received and most recent school attended. The student has the right to prevent the disclosure of directory information by filing a request in the Office of Student Administrative Services on a Nonrelease of Directory Information form provided by that office. Such requests remain in force until rescinded in writing by the student, former student or graduate. A copy of the complete policy and procedures may be obtained in the Office of Student Administrative Services. If a student’s records are subpoenaed by a court, Naropa is legally obliged to release them. In the event of this, Naropa will make every effort to inform the student involved unless the university is legally bound not to inform the student, by the terms of a subpoena. Questions concerning the Family Educational Rights and Privacy Act should be referred to the registrar or the dean of students.

**Student Right to Know**
As required by the Clery Act, Naropa’s annual campus crime report as well as policies regarding crime on campus can be found at www.naropa.edu/campuslife.
The Structure of a Naropa Baccalaureate Education
A student must meet the following requirements to receive the Bachelor of Arts or Bachelor of Fine Arts degree from Naropa University:

- Earn a total of 120 credit hours with a cumulative grade point average of at least 2.00;
- Fulfill the core requirements (see below);
- Earn the final 60 upper-division credit hours at Naropa. A grade of “C” is the minimum grade a student may receive in required courses in the major and minor field of study;
- Complete the requirements for one of the majors;
- Complete the Naropa University entry/exit survey for assessment.

The Major
Naropa University offers Bachelor of Arts degrees in Contemplative Psychology, Early Childhood Education, Environmental Studies, Interdisciplinary Studies, Music, Peace Studies, Religious Studies, Traditional Eastern Arts, Visual Arts, and Writing and Literature, as well as a Bachelor of Fine Arts in Performance.

The Minor
The optional minor field is designed to provide students with experience in an additional area of study. Students may minor in Contemplative Education, Contemplative Psychology, Early Childhood Education, Ecology and Systems Science, Environmental History and Justice, Environmental Sustainability, Gender and Women’s Studies, Horticulture, Music, Peace Studies, Performance, Religious Studies, Sacred Ecology, Sanskrit, Tibetan, Traditional Eastern Arts, Visual Arts or Writing and Literature.

Assessment
Naropa University is committed to the regular assessment of student learning. All academic departments assess the effectiveness of their programs annually through faculty review of student work. These reviews are used as the basis of program improvement.

Core Curriculum
Core courses introduce the values, modes of inquiry and essential skills of contemplative education at Naropa University.

Core Requirements
Seminars
COR 110, 115 Writing Seminar I, II (6)
COR 130 Contemplative Learning Seminar (3)
COR 150 Diversity Seminar (3)
COR 210 Humanities Seminar (3)
COR 220 Civic Engagement Seminar (3)
SUBTOTAL 18
Choose 3 credits from each of the following areas:
- Artistic Process (3)
- Body-Mind Practice (3)
- Cultural and Historical Studies (3)
- Scientific Inquiry (3)
- World Wisdom Traditions (3)

**SUBTOTAL 15**

**TOTAL CREDITS 33**

### Required Core Seminars

**COR 110**
**Writing Seminar I: Art of the Engaged Writer (3)**
This course is designed to meet students where they are as writers and stretch their thinking and writing in new directions. Students focus on the creative alongside the critical, the imaginative next to the academic. Conducted in workshop format, the course helps students develop skills in both first-person inquiry and formally constructed essays. Students explore a number of generative and probative writing experiments to locate, identify and develop ideas, employing different registers of critical thinking and reasoning about the topics. Finally, each written piece goes through multiple drafts as students become objective workshop readers who critique in a supportive manner.

**COR 115**
**Writing Seminar II: Art of the Engaged Writer (3)**
Developing their skills as burgeoning scholars, students practice the art of scholarly investigation, building a set of research, writing and critical thinking skills that will support their undergraduate education. Students read a variety of texts and analyze them on multiple levels, and are responsible for library research, discovering and critically evaluating resources, and considering the role and rigor of being an ethical scholar. Final research paper required.

**COR 130**
**Contemplative Learning Seminar: Naropa’s Roots and Branches (3)**
The Contemplative Learning Seminar introduces the tradition of contemplative education as it has been developed at Naropa University, with an emphasis on its vision, purpose and application to the academic, artistic and psychological disciplines taught in the various majors. Students are introduced to contemplative practices that have shaped these disciplines, especially emphasizing mindfulness-awareness and sitting meditation practice. This course is designed to integrate the personal journey of the entering student with the rest of his or her Naropa educational experience.

**COR 150**
**Diversity Seminar (3)**
The Diversity Seminar emphasizes the development of knowledge, critical thinking, analytical skills, and interpersonal and intergroup interactions necessary for living and working in a society characterized by diversity. Students engage in inquiry and analysis of the complexities of multiple and competing theories of race, class, gender, ethnicity, disability, age, sexuality, nationality and religion, and how they shape and are shaped by social and cultural life in the United States. Through diversity and contemplative education, students can awaken a greater understanding of others, develop self-understanding and develop understanding of self in relation to others in order to promote ethical behaviors and values that support a diverse world.

**COR 210**
**Humanities Seminar (3)**
Taught by ranked faculty members from various academic departments, the Humanities Seminar introduces students to the excitement of scholarship. While each of these topics courses reflects the disciplinary focus of its instructor, all address educational goals and skills basic to becoming well educated in today’s world. Prerequisites: COR 110 and COR 115.

**COR 220**
**Civic Engagement Seminar (3)**
Taken in a student’s second year, the Civic Engagement Seminar adds a public dimension to academic learning developed by students in the first-year seminars. Each seminar section focuses on a unique topic chosen according to the expertise of individual faculty. Through community-based learning, students develop skills that allow them to act effectively in the world. Prerequisites: COR 130 and COR 150.

### Core Electives

**COR 105**
**Foundations for Success on a Naropa Journey (1)**
Foundations for Success on a Naropa Journey is designed to enhance student learning both in the classroom and beyond. The content and the format provide support on intrapersonal, interpersonal and community levels. The topics were designed by students and staff to offer students an opportunity to deepen the Naropa experience and transition into college life.

**COR 205**
**Orientation Leadership Training (3)**
This course provides a unique opportunity for current students to learn lifelong skills and co-create an intimate community by helping new Naropa students begin their journey. Prior to fall orientation, students become skilled at communicating and group facilitating, building intimate communities, discussing diversity issues and activity planning. Upon completion of training, students serve as orientation peer leaders and facilitate groups of new students for one week by providing support, resources and activities during their transition.
Core Area Requirements

Artistic Process (3)
Courses in the performing arts, visual arts and creative writing bring awareness and understanding to the process and cultural contexts of artistic expression. Students experience the discipline, delight and rigor of creativity, and are introduced to the social and political dimensions of art and art making.

Body-Mind Practice (3)
True knowledge arises within an awake and disciplined body. The present moment is kinesthetic—a direct perception of body-mind. By training in practices that encourage us to track sensation, learn traditional movement skills and develop an authentic knowledge of our body, we develop kindness toward our experience and empathy for others as our innate ‘knowing’ becomes creative and effective. Students discover a playful and disciplined body-mind that supports personal knowledge, social strength and the contemplative art of everyday life.

Cultural and Historical Studies (3)
Understanding both our common humanity and our different histories is critical for effective living in today’s world. Cultural and Historical Studies courses examine complex cultural practices—the meaning and practices of everyday life—and their relationship to power in historical and contemporary contexts. The curriculum explores a range of diverse cultural experiences while building understanding and respect for profound political and social differences.

Scientific Inquiry (3)
The science requirement is intended to deepen students’ familiarity with the empirical, observational and mathematical modes of inquiry. The lens of scientific investigation emphasizes precision, understanding complex systems and the importance of evaluating evidence. Scientific literacy is essential to mature and active citizenship.

World Wisdom Traditions (3)
Through courses in World Wisdom Traditions, students inquire into the wisdom that resides in the traditions of many different human communities. They investigate the relationship between their own experience and ancient teachings, exploring the relevance of those teachings to contemporary life. Students in world wisdom courses develop knowledge of the diverse history, lineages, sacred texts and cultural contexts of world religions and indigenous wisdom traditions.

Transfer Policies
Transfer students’ transcripts will be evaluated on a course-by-course basis for fulfillment of core curriculum requirements.

No transfer courses may be used to fulfill either the Contemplative Learning Seminar or the Body-Mind Practice area requirement.

Courses That Fulfill the Core Areas
Some courses are open to program students only or are offered in alternate semesters or years. For the most accurate details, check the course schedule at www.naropa.edu/registrar.

Key to Course Abbreviations
Most departments offer courses that fulfill one or more of the core area requirements. They bear the following designators:

- ART Visual Arts
- EDU Early Childhood Education
- ENV Environmental Studies
- INTD Interdisciplinary Studies
- MUS Music
- PAX Peace Studies
- PFAR Performing Arts
- PSYB Contemplative Psychology
- REL Religious Studies
- SOC Social Sciences
- TRA Traditional Eastern Arts
- WRI Writing and Poetics

COURSES THAT FULFILL THE ARTISTIC PROCESS REQUIREMENT

<p>| ART 101 | 2-D Design: Art Techniques and Experimentation (3) |
| ART 102 | Pottery (3) |
| ART 105 | Art and Consciousness: Mixed Materials and Self-Exploration (3) |
| ART 116 | Photography I (3) |
| ART 125 | Introduction to Drawing (3) |
| ART 132 | 3-D Ephemeral Media (3) |
| ART 155 | Figure Drawing (3) |
| ART 180 | Sculpture (3) |
| ART 181 | Traditional Chinese Brush Stroke I (3) |
| ART 200 | The Contemplative Artist (3) |
| ART 215 | Watercolor (3) |
| ART 233 | Thangka Painting I: Appreciation of Himalayan Buddhist Art (3) |
| ART 245 | Introduction to Painting: Realism (3) |
| ART 260 | Calligraphy and Book Arts (3) |
| ART 311 | Mixed Media (3) |
| ART 325 | Advanced Drawing (3) |
| MUS 110 | African Marimba Ensemble (2) |
| MUS 208 | Naropa Chorus (3) |
| MUS 215 | Rhythm Hemispheres: World Percussion Traditions (3) |
| MUS 230 | Improvisation (3) |
| MUS 265 | Jazz Ensemble (2) |
| MUS 268 | Indian Classical Ensemble (3) |
| MUS 270 | Guitar Ensemble (2) |</p>
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<tr>
<th>Course Code</th>
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<tr>
<td>PAX 233</td>
<td>The Socially Engaged Imagination (3)</td>
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<td>PFAR 203</td>
<td>Dance and Theater Studies II: Investigating Performance (3)</td>
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<tr>
<td>PFAR 245</td>
<td>Dance of Africa I (3)</td>
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<tr>
<td>PFAR 250</td>
<td>Improvisation and Theater Games (3)</td>
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<tr>
<td>PFAR 280</td>
<td>Dance Technique I: Into Improvisation (3)</td>
</tr>
<tr>
<td>REL 250</td>
<td>Spirituality and Creative Expression (3)</td>
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<tr>
<td>TRA 114</td>
<td>Indian Devotional and Raga Singing (3)</td>
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<tr>
<td>TRA 120</td>
<td>Ikebana/Kado I (3)</td>
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<td>WRI 234</td>
<td>Creative Writing and Literature (3)</td>
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<tr>
<td>WRI 265</td>
<td>Prose Workshop: Introduction to Fiction Writing (3)</td>
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<tr>
<td>WRI 300</td>
<td>Poetry Workshop: Finding Your Fire (3)</td>
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<tr>
<td>WRI 351</td>
<td>SWP Week I (1.5)</td>
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<td>WRI 352</td>
<td>SWP Week II (1.5)</td>
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<tr>
<td>WRI 353</td>
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<td>WRI 354</td>
<td>SWP Week IV (1.5)</td>
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<td>WRI 360</td>
<td>Writing Poetry: Only the Narrow Present Is Alive (3)</td>
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<td>WRI 386</td>
<td>Writing Prose: Narrative and Architecture (3)</td>
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<tr>
<td>WRI 451</td>
<td>SWP Week I (1.5)</td>
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<tr>
<td>WRI 452</td>
<td>SWP Week II (1.5)</td>
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<td>WRI 453</td>
<td>SWP Week III (1.5)</td>
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<tr>
<td>WRI 454</td>
<td>SWP Week IV (1.5)</td>
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<td>PFAR 103</td>
<td>Dance and Theater Studies I: Wisdom of the Body (3)</td>
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<td>PFAR 185</td>
<td>World Dance I (3)</td>
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<td>PFAR 210</td>
<td>BFA Module I (3)</td>
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<td>PFAR 245</td>
<td>Dance of Africa I (3)</td>
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<td>PSYB 208</td>
<td>Embodying Process and the Individual (3)</td>
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<td>PSYB 255</td>
<td>Body-Mind Centering (3)</td>
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<td>TRA 105</td>
<td>T’ai-chi Ch’uan I (3)</td>
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<td>TRA 110</td>
<td>Aikido I (3)</td>
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<td>TRA 133</td>
<td>Yoga I (3)</td>
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<td>PAX 410</td>
<td>Democracy in the United States of America, 1919–1968 (3)</td>
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<tr>
<td>PAX 415</td>
<td>Women, Feminism and Peacemaking (3)</td>
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<tr>
<td>PAX 430</td>
<td>Gandhi, Dorothy Day and Malcolm X: The Quest for Personal and Social Transformation (3)</td>
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<tr>
<td>PAX 482</td>
<td>Martin Luther King Jr. and the Search for the Beloved Community (3)</td>
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<tr>
<td>PFAR 233</td>
<td>Performance Studies Seminar I (3)</td>
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<tr>
<td>REL 210</td>
<td>Thinking the Profound: Philosophy of Religion (3)</td>
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<tr>
<td>REL 212</td>
<td>Queer Theory, Feminism and Religion I (3)</td>
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<tr>
<td>WRI 210</td>
<td>Literary Studies: Ancient World Literature (3)</td>
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<tr>
<td>WRI 234</td>
<td>Creative Writing and Literature (3)</td>
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<td>WRI 377</td>
<td>Trends in Contemporary Literature: Introduction to Critical Theory (3)</td>
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<tr>
<td>WRI 433</td>
<td>Literature Seminar: Tracks Along the Left Coast (3)</td>
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**COURSES THAT FULFILL THE SCIENTIFIC INQUIRY REQUIREMENT**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ENV 100</td>
<td>Physical Geography: Beholding the Body of the Earth (3)</td>
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<tr>
<td>ENV 220</td>
<td>Ecology and Systems Science (3)</td>
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<td>ENV 260</td>
<td>Introduction to Permaculture (3)</td>
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<td>PSYB 100</td>
<td>Anatomy (3)</td>
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<td>PSYB 101</td>
<td>Introduction to Western Psychology (3)</td>
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<td>PSYB 234</td>
<td>Perception (3)</td>
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<td>PSYB 239</td>
<td>Nutrition (3)</td>
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<tr>
<td>PSYB 241</td>
<td>Systems Thinking I: Psychological and Social Systems (3)</td>
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<tr>
<td>PSYB 329</td>
<td>Approaches to Healing (3)</td>
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**COURSES THAT FULFILL THE WORLD WISDOM TRADITIONS REQUIREMENT**

<table>
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<tr>
<th>Course Code</th>
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<tr>
<td>REL 156W</td>
<td>Zen Intensive Weekend (1)</td>
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<tr>
<td>REL 157W</td>
<td>Theravada Vipassana Weekend (1)</td>
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<tr>
<td>REL 158W</td>
<td>Breeze of Simplicity: Buddhist Meditation Practicum I (1)</td>
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<tr>
<td>REL 160</td>
<td>Meditation Practicum I: Freeing the Mind (3)</td>
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<tr>
<td>REL 210</td>
<td>Thinking the Profound: Philosophy of Religion (3)</td>
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<tr>
<td>REL 229</td>
<td>Foundations of Judaism: Torah, Prayer and Acts of Kindness (3)</td>
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<tr>
<td>REL 240</td>
<td>Foundations of Buddhism (3)</td>
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<td>REL 250</td>
<td>Spirituality and Creative Expression (3)</td>
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<tr>
<td>REL 326</td>
<td>Topics in Judaism: Feminine Principle (3)</td>
</tr>
<tr>
<td>REL 345</td>
<td>Zen Buddhism (3)</td>
</tr>
<tr>
<td>TRA 100</td>
<td>Shambhala Meditation Practicum I (3)</td>
</tr>
</tbody>
</table>

**University of Colorado Consortium Agreement**

A consortium agreement is an agreement between Naropa University and another accredited college or university that allows students to take courses at another institution without taking a leave of absence at Naropa.
This agreement also allows, with some restrictions, students to use Naropa financial aid at another institution. This program allows students to take a course at the University of Colorado while still attending Naropa or to attend another school as a visiting student. Naropa University’s degree-seeking students receive in-state tuition rates at the University of Colorado through the consortium program. See “Special Study Opportunities.”

**Study Abroad**

Naropa University allows students to participate in a wide variety of study abroad programs, cultivating an appreciation of the wisdom in diverse cultures. Through other accredited institutions’ study abroad programming, Naropa students have the opportunity to study abroad during their junior and first semester of their senior year. A minimum grade point average of 3.0 is required. Please visit the study abroad advisor for application procedures and admission criteria.

**ADDITIONAL NONDEPARTMENTAL COURSES**

**Undergraduate**

- 100–199 introductory courses open to all students
- 200–299 intended for first-year and second-year students
- 300–399 intended for juniors and seniors
- 400–499 intended primarily for seniors

**COMMUNITY AND LEADERSHIP STUDIES (CLS)**

**CLS 350**

Advanced Community-Based Learning Practicum I (3)

Advanced Community Based-Learning Practicum I is designed to provide students with an opportunity to broaden and deepen their engagement in the community. Through course work, contemplative practice, and a sustained program of student-selected volunteer work, students engage one another along the path of the bodhisattva. This course provides opportunities for students to extend their experiences in the core seminars to the public realm in a sustained and generative way, and to hone a set of skills for engaging courageously in a complex world. Students acquire an understanding of the role of public work in relationships and in human ecological systems; develop skills for sustainability; and gain experience working through fear, uncertainty, and compassion fatigue. CLS 350 is the first semester of a two-semester course. Students are encouraged to commit to this program for the entire academic year. Students who stay with the program for two semesters are eligible for a $1,000 AmeriCorps award. Prerequisite: COR 130, COR 150, and COR 220, or consent of instructor.

**CLS 360**

Advanced Community-Based Learning Practicum II (3)

Advanced Community Based-Learning Practicum II is the second half of a yearlong sequence designed to provide students with an opportunity to broaden and deepen their engagement in the community. Students in CLS 360 continue to build on the theoretical perspectives developed in CLS 350, but this second semester has a specific focus on the acquisition of conceptual and practical tools for building sustainability in community settings. Students acquire skills in networking and coalition building; conducting needs assessments and program evaluations; marketing and advertising; fundraising; budgeting; grant writing; and report writing. Students are encouraged to commit to this program for the entire academic year. Students who stay with the program for two semesters are eligible for a $1,000 AmeriCorps award. Prerequisite: COR 130, COR 150, COR 220, and CLS 350, or consent of instructor.

**HUMANITIES (HUM)**

**HUM 235**

Western Philosophy I: The Fox and the Hedgehog (3)

Western philosophy begins with the thought of ancient Greeks and Romans. The nature of being itself and constructing a rational world were examined as they moved from a mythological worldview to one of science and logic. With a special focus on Plato and Aristotle, we read primary sources to discover the problems they considered and the impact their answers have had on three thousand years of Western history and thought, in particular linguistics, Christianity and modern culture. Students produce a portfolio of their philosophical vocabulary and contemplation.

**HUM 245**

Western Philosophy II: Of Goths and God (3)

Western Philosophy continued developing after the fall of Rome: from Augustine of Hippo to Thomas Aquinas, through medieval time up until the 1600s Enlightenment; establishing an intricate matrix of Christian, Islamic and Jewish thought. Using primary source readings, we examine the attempts to construct all-encompassing and symmetrical systems of thought. Students produce a portfolio of their philosophical vocabulary and contemplation.
Contemplative education has been practiced at Naropa University and affiliated pre-K–12 schools since 1974. This department, since its inception in 1990, has been founded on a nonsectarian, yet distinctly Shambhala Buddhist approach to teacher education. The intention of the program is for its students to become skilled and compassionate teachers. Through the use of mindfulness/awareness meditation and related exercises, students develop clarity, depth, delight, openness and synchronization within themselves. Throughout the academic journey, these qualities are extended to students’ relationships in learning environments—manifesting as compassion, insight and skillful means in teaching. Various Western holistic pedagogies are studied in order to broaden students’ awareness of the wide range of choices available in developing a meaningful and authentic teaching style. The department offers a Bachelor of Arts in Early Childhood Education, a low-residency Master of Arts in Contemplative Education and an Alternative Teacher Licensure Program. Minors in Early Childhood Education and Contemplative Education as well as a certificate program in Early Childhood Education are also available.
UNDERGRADUATE STUDY
BA in Early Childhood Education
The Early Childhood Education major is a dynamic and diverse program, calling upon students to be immersed in contemporary theories of development, rich curriculum studies and in-depth training in contemplative traditions, all of which supports the ground of developing teachers from the inside out. In addition, students' learning is expanded by observations, service learning, lab assignments and international service work, which fosters the students' practical classroom experience from day one.

This major draws upon the richness of Boulder's contemplative early education community, including Alaya Preschool, Naropa's lab school. Program courses emphasize the integration of mindfulness/awareness with holistic teaching practices. Observation-based child development courses emphasize emotional development. Students explore contemplative teaching skills drawn from holistic and spiritual traditions, such as Waldorf, Montessori, Shambhala and Reggio Emilia. Teaching skills grow from firsthand observation practice and course study with master teachers in a variety of contemplative preschool settings.

Declaration of Major
In addition to adhering to university requirements and deadlines (p. 56), Early Childhood Education requires
- a meeting with the department;
- successful completion of EDU 245, Education, Culture and Critical Pedagogy.

REQUIREMENTS:
BA EARLY CHILDHOOD EDUCATION
Prerequisite
EDU 245 Education, Culture and Critical Pedagogy (3)

Required Courses
EDU 200 Foundations of Contemplative Education (3)
EDU 310 Kindergarten Magic (3)
EDU 330 Holistic and Contemplative Teaching Traditions (3)
EDU 360 Administration of Early Childhood Care and Education Programs (3) (offered alternate years)
EDU 365 Administration: Human Relations for Early Childhood Professions (3) (offered alternate years)
EDU 380 Observing Early Development I (3) (offered alternate years)
EDU 385  Observing Early Development II (3)  (offered alternate years)
EDU 404  Maitri and Learning Styles (3)
EDU 420  Energy and Expression in the Classroom (3)
EDU 430  Teaching Young Children (3)
EDU 450  Supervised Teaching Practicum (3)
SUBTOTAL  33

Choose one elective:
EDU 352  Poverty Matters (3)
EDU 393  Issues in Education: The Mary Culkin Series (3)  (offered alternate years)
SUBTOTAL  3
TOTAL CREDITS 36

Internship
The culmination of the BA degree is the internship course in which students apprentice with experienced teachers in Naropa’s lab school or other early education programs. This highly individualized on-the-job training helps students develop and refine their teaching skills in exemplary educational environments. (It is strongly encouraged for students to take no more than 12 credits during the internship.)

Minor in Contemplative Education
EDU 200  Foundations of Contemplative Education (3)
EDU 245  Education, Culture and Critical Pedagogy (3)
EDU 330  Holistic and Contemplative Teaching Traditions (3)
EDU 404  Maitri and Learning Styles (3)
TOTAL CREDITS 12

Minor in Early Childhood Education
Choose four courses from the following:
EDU 310  Kindergarten Magic (3)
EDU 352  Poverty Matters (3)
EDU 380  Observing Early Development I (3)
EDU 385  Observing Early Development II (3)
EDU 393  Issues in Education: The Mary Culkin Series (3)  (offered alternate years)
EDU 430  Teaching Young Children (3)
TOTAL CREDITS 12

Certificate Program in Early Childhood Education
A one-year certificate program in Early Childhood Education is available. Please see www.naropa.edu/spirited for more information. The certificate in Early Childhood Education is not a teaching certificate but is designed for those who wish to immerse themselves in a contemplative education program for one year.

Alternative Teacher Licensure Program
The Alternative Teacher Licensure Program (ATLP) is designed as an alternative track to getting teacher certification in the state of Colorado. Certification is available at four levels: Early Childhood (birth–second grade); Elementary (K–5); Middle school (6–8); or High school (9–12). To be eligible for the ATLP you must already possess a bachelor's degree. This program can also be done as part of your master’s degree in Contemplative Education, on a case-by-case basis.

Naropa’s ATLP is unique in the field and is designed to be a holistic and contemplative-based program that prepares teachers for both the inner and outer challenges of teaching.

There are two starting times for this program: August or January. One has to have employment guaranteed for one year from entrance into the program.

Candidates for the ATLP are evaluated by the Colorado Department of Education, pass a content exam and then seek full-time employment. Once approved and while seeking employment, candidates then contract with Naropa University to be their agency of choice. Each candidate has a professional support team—a principal, an experienced, licensed mentor teacher and a coach from Naropa University—to provide instruction, supervision and performance evaluations.

Upon successful completion of the ATLP, the candidate is eligible for a three-year initial teacher license, the standard entry-level license in Colorado.

SEQUENCE OF COURSE WORK
(August entrance)
Fall
EDU 560  Jumpstart: Classroom Management Intensive (2)
EDU 570  Teacher Training and Community Building I (2)
SUBTOTAL  4

Spring
EDU 580  Teacher Training and Community Building 2 (3)
SUBTOTAL  3
TOTAL CREDITS 7

SEQUENCE OF COURSE WORK
(January entrance)
Spring
EDU 580  Teacher Training and Community Building 2 (3)
SUBTOTAL  3
GRADUATE STUDY

MA in Contemplative Education
The MA in Contemplative Education is a two-year, professional-development degree for practicing teachers from all levels of instruction. This program is also open to others interested in a nonsectarian, contemplative approach to teaching and learning.

This low-residency degree program is offered by way of summer retreats and online courses. It joins the wisdom and skillful means of Eastern meditative traditions with Western holistic educational methods and insights. Based on the principles and practices of mindfulness and awareness primarily from the Tibetan contemplative traditions, the curriculum offers a path of personal nourishment and effective pedagogy.

The program begins in late June with a three-and-a-half-week residential program, which is followed by two online courses in each of the fall and spring semesters. The second year repeats this sequence, except the Thesis Seminar is the only spring online course. The program is completed during the third summer with a weekend thesis presentation. Summer programs focus on the contemplative transformation of the teacher. Online semesters apply contemplative approaches to each student’s classroom, as well as extend academic studies of spiritual approaches to teaching, learning and human emotional development.

Education Beyond the Classroom (EBC) welcomes nonteachers to apply to the MA Contemplative Education program. This option is open to those interested in directing their study beyond the program’s existing central emphasis on pedagogy and curriculum design. While EBC students are required to take all the existing courses in the MA Contemplative Education program, they can tailor selected course assignments to meet their individual interests. Education Beyond the Classroom students are required, as are all program students, to integrate contemplative personal experience, daily life applications and relationship skills into their course work.

2010-11 ADMISSION REQUIREMENTS: MA CONTEMPLATIVE EDUCATION

1. Standard graduate admission requirements (see p. 20)
2. Supplemental application
3. Technology form
4. Phone or in-person interview
5. A basic academic background in the areas of child and/or human development (except for EBC applicants)
6. Previous teaching experience at any level of instruction or commitment to work in the field of education (except for EBC applicants)
7. A willingness to participate in mindfulness meditation and related awareness exercises as an integral part of the academic journey

REQUIREMENTS: MA CONTEMPLATIVE EDUCATION

First year, summer
EDU 600 Presence in Teaching (2)
EDU 605 The Contemplative Teacher (4)*
EDU 625 Community Practice Seminar I (1)
SUBTOTAL 7

First year, fall (online)
EDU 615e Perspectives in Sacred Learning (3)
EDU 635e Contemplative Teaching (3)*
SUBTOTAL 6

First year, spring (online)
EDU 530e Emotional Roots of Development (3)
EDU 665e Compassionate Teaching (3)*
SUBTOTAL 6

Second year, summer
EDU 700 Contemplative Curriculum (2)
EDU 705 Maitri in Education (4)*
EDU 715 Community Practice Seminar II (1)
SUBTOTAL 7

Second year, fall (online)
EDS 720e Spiritual Roots of Development (2)†
EDU 735e Buddhist Educational Heritage (3)*
EDU 850e Thesis Seminar I (1)
SUBTOTAL 6

Second year, spring (online)
EDU 780e Educational Leadership (2)*
EDU 880e Thesis Seminar II (4)†
SUBTOTAL 6

Third year, summer
Thesis Weekend/Thesis Presentation (part of EDU 880e)
TOTAL CREDITS 38
These courses have a sitting meditation requirement.

† Final approval for this credit configuration within the 38 credits of the program is pending. Check the website for the most up-to-date information.

**Professional Enrichment Option**

Professional development is available for credit or noncredit on a space-available basis. For more information, see www.naropa.edu/spirited.

**CONTEMPLATIVE EDUCATION COURSES**

**Undergraduate**

- 200–299 intended for first-year and second-year students
- 300–399 intended for juniors and seniors
- 400–499 intended primarily for seniors

**Graduate**

- 500–599 graduate-level electives and introductory courses
- 600–699 intended primarily for first-year graduate students
- 700–799 intended primarily for advanced graduate students
- 800–899 primarily for master’s thesis, projects, internship, field placement, etc.

**EARLY CHILDHOOD EDUCATION (EDU)**

**EDU 200**

Foundations of Contemplative Education (3)

This course lays the ground for discovering the richness and dignity of ourselves and children. Through an exploration of the Shambhala/Buddhist approaches to contemplative education and studying the principles of holistic education, we engage in creating a dynamic and fluid philosophical ground from which to build. Students learn to work with their minds directly, gently and creatively. During the class they develop practices in mindfulness/awareness, sensory awareness and contemplative educational observation. These practices enable students to better understand themselves and children without prejudice and aggression. Students are instructed in sitting meditation and are required to have a regular meditation practice.

**EDU 245**

Education, Culture and Critical Pedagogy (3)

Education, culture and critical theory promote the idea that education is to help students make sense of their world and at the same time help students make sense of themselves in the world. Students are both subjects and objects of education. They are the learner, teacher and the researcher. Through the study of critical theory, this class explores the questions of what education can be, develops skills to uncover what education actually is and deepens students’ understanding of the contradictions that have shaped their own and other people’s consciousness. This course deepens the students’ appreciation of inquiry through literary review and discussion and increases their ability to recognize the ways power operates to create oppressive conditions for some groups and privilege for others. Students gain skills in challenging the more common views of reality.

**EDU 310**

Kindergarten Magic (3)

This course is a wonderful opportunity for teachers of young children to focus on the artistry and essential skills of being a preschool or kindergarten teacher. Movement, story, song, crafts, puppetry, circle time and painting are explored. Students create an environment for each other to work with those skills and discover their own creative impulse in relationship to sharing the magic.

**EDU 330**

Holistic and Contemplative Teaching Traditions (3)

During this course, students encounter some of the most important contemporary holistic and contemplative approaches to teaching young children. The study focuses primarily on the contemplative traditions of Shambhala, Montessori, Waldorf, Reggio Emilia and others. On-site observations are done in preschools that use these approaches. Students explore and compare these traditions to enhance their development as teachers. In this process they begin to incorporate personally meaningful aspects of these traditions into their own emerging and unique teaching styles. Sitting meditation requirement.

**EDU 352**

Poverty Matters (3)

An exploration of the beliefs and myths surrounding poverty and its effects on people, the environment and the communities of practice. Opportunities are provided for students to gain a deep understanding of diversity by developing relationships with the people of Jalapa, Nicaragua, and participating in a two-week residential program, or by working locally with diverse populations who are economically challenged. It is not necessary to have Spanish as a second language for the work in Nicaragua.

**EDU 360**

Administration of Early Childhood Care and Education Programs (3)

This course examines Colorado’s minimal licensing requirements, as well as optimal standards pertaining to the operation of programs for young children. This course focuses on the director’s administrative skills and role as a community advocate for young children and addresses ages birth through age twelve. Course content focuses on establishing a new center, administrative functions and advocacy.
EDU 365  
Administration: Human Relations for Early Childhood Professions (3)  
This course focuses on the human relations component of an early childhood professional’s responsibilities, including director-staff relationships, staff development, leadership strategies, parent-professional partnerships and community interaction.

EDU 380  
Observing Early Development I (3)  
A study of the development of children, ages birth to three with particular emphasis on toddlers and three-year-olds. The approach begins with firsthand contemplative observation, then proceeds to studies of relevant developmental theory within a contemplative context in the areas of body, speech and mind.

EDU 385  
Observing Early Development II (3)  
A study of the development of children ages four to eight with emphasis on four to six-year-olds. As in EDU 380, the study begins with firsthand contemplative observation then proceeds to relevant developmental theories within a contemplative context of the areas of body, speech and mind. Prerequisite: EDU 380.

EDU 393  
Issues in Education: The Mary Culkin Series (3)  
A public lecture series through which students can learn about a wide variety of issues in the field of education, including early education, higher education and contemplative education. Regional and national leaders address such topics as diversity and multicultural perspectives, public policy, current research, spirituality, leadership and other key issues of interest to educators. Through this broad survey of topics, we become connected to the larger education community. A companion discussion forum is available for students taking this for credit. Course work includes relevant readings and response papers relating to each topic.

EDU 404  
Maitri and Learning Styles (3)  
Students study and practice the traditional five Buddhist energy styles in relation to teaching and learning. Integrated into this approach is an exploration of multiple learning styles. Adapted for westerners from the tradition of Tibetan yoga, maitri training is a sophisticated method of cultivating awareness of the emotions and developing appreciation of discrete styles of statement in ourselves and others. Students learn how they might manifest these intrinsic wisdoms in their own educational journeys, in teaching, in curriculum development and in creating learning environments. Prerequisite: Established meditation practice and permission of instructor. Materials fee.

EDU 420  
Energy and Expression in the Classroom (2)  
The art of teaching through awareness of and synchronizing with the energetic expressions of young children is cultivated. The aim is to develop teaching skills that nurture graceful and expressive movement and authentic social and emotional skills in children. Educational strategies that address the wide variety of issues within these areas such as behavior, discipline, making transitions, developing an individual sense of body/mind and creating a caring community are studied. Through observations, discussion and experiential exercises, students learn to meet and guide the energetic needs of individuals and groups of young children.

EDU 430  
Teaching Young Children (3)  
This course brings a contemplative view to learning the skills necessary for teaching preschool children, emphasizing the importance of observation and reflection. The class combines lecture/discussion, observation and experiential approaches. Students utilize developmentally appropriate practice and the seven core dispositions of teaching to examine the dynamics of the child, the adult and the environment within a contemplative setting. The class visits each of the internship settings and students are assigned their internship placements for the spring semester. The study of preschool teaching then focuses on the details of that particular philosophy and teacher.

EDU 450  
Supervised Teaching Practicum (4)  
This practicum provides supervised internship teacher training in a contemplative preschool setting. As the culmination of the BA program, this course is an internship with a skilled teacher who practices contemplative preschool education. Interns practice and are trained in all the skills of teaching a preschool class. Supervision includes regular meetings with the supervising teacher, the teaching team and the program director. Prerequisite: EDU 430. Open to program students only.

EDU 499  
Independent Study (1–3)

ALTERNATIVE TEACHER LICENSURE PROGRAM (EDU)

EDU 560  
Jumpstart: Classroom Management Intensive (2)  
The Jumpstart is an intensive one-week introduction to holistic and contemplative classroom management methods. The week starts with a half-day orientation to familiarize the participants with Naropa’s Alternative Teacher Licensure Program and state requirements. Mentor teachers are required to attend the orientation and are invited to attend the entire week. This workshop introduces unique ways
in which to build community in the classroom, which is one of the key elements in classroom management. Other areas covered include the fundamentals of behavior, conflict and conflict resolution, nonviolent communication, ways to create an emotionally safe classroom, leadership skills, relationship building skills, presence in the classroom, and practices for personal and professional growth. Open to ATLP students and others in the teaching profession.

EDU 570
Teacher Training and Community Building 1 (2)
This course is primarily the one-on-one coaching for ATLP students that will entail thirty hours of direct teacher supervision, observation, meetings and other learning situations revolving around the student’s grade placement and mentor teacher. This course also includes an online community building component that all ATLP students, ATLP director and faculty participate in to cultivate and support the continued training in community building skills. Open to ATLP students only.

EDU 580
Teacher Training and Community Building 2 (3)
A continuation of EDU 570. Two Reflection Day Workshops are held in January and May during which the ATLP student cohort meet face-to-face to further develop the classroom management skills laid out in the Jumpstart program. Open to ATLP students only.

CONTEMPLATIVE EDUCATION (EDU)
EDU 530e
Emotional Roots of Development (3)
A study of emotional development from Western and Eastern sources as an access point to engaging one’s spirituality. Course material encourages teachers to cultivate an empathic appreciation of emotional challenges inherent in our humanity across the lifespan. The course covers three aspects: 1) emotion, 2) meaning making and 3) self-reflection. The approach is to explore these topics across development, appreciating how changes in the physical body and the cognitive mind influence core features of development and vice versa. Observation practices are used to expand our awareness and apply our understanding. Prerequisite: A teaching practice on emergent and enduring community issues and their implications for classroom teaching. The other course component is mindfulness/awareness meditation, the foundation practice of contemplative education. The approach is drawn primarily from Shambhala Buddhism, supplemented by readings from other traditions. Students who are not matriculated in the MA program must receive permission of the instructor to register.

EDU 600
Presence in Teaching (2)
An exploration of the building blocks of form and space as the basis of the art of teaching. Since teachers are improvisational artists, we examine the ingredients for performance: actor and audience. The study includes the topics of presence, projection, intention, ego territories, gesture, emotion, language, story and other forms of communication. We explore contemplative teaching within the laboratory of body, speech and mind. The goal is to learn how we as teachers can use space awareness and acting training to refine our presence in the classroom and to improvise more freely with our world. Students who are not matriculated in the MA program must receive permission of the instructor to register.

EDU 605
The Contemplative Teacher (4)
At the heart of contemplative education is the wakefulness of the teacher. This course explores contemplative concepts, skills and practices in preparation for the journey of mindful teaching. The basic approach comes from Tibetan meditative traditions, but other Buddhist and contemplative teachers are studied. Observations and perceptual exercises complement readings and discussions. Mindfulness/awareness development is experienced both personally and as a component of community learning. Students who are not matriculated in the MA program must receive permission of the instructor to register.

EDU 615e
Perspectives in Sacred Learning (3)
Students study theories and approaches from a variety of traditions in holistic education, as well as current trends. The course focuses on “sacred learning” and how various traditions, educators and theorists have attempted to educate in sacred ways. Students learn about the historical roots and evolution of the holistic education movement, which is connected to sacred learning. The purpose of this course is to help students distinguish the main tenets of these different stances and to identify how they converge on the sacred. Students who are not matriculated in the MA program must receive permission of the instructor to register.

EDU 625
Community Practice Seminar I (1)
This seminar integrates community life learning and meditation into the students’ summer retreat experience. The course includes small and whole group discussions on emergent and enduring community issues and their implications for classroom teaching. The other course component is mindfulness/awareness meditation, the foundation practice of contemplative education. The approach is drawn primarily from Shambhala Buddhism, supplemented by readings from other traditions. Students do sitting and walking group meditation two hours each day, meet with meditation instructors and participate in lectures and group discussions. Loving-kindness meditation is also introduced and practiced. Students who are not matriculated in the MA program must receive permission of the instructor to register.
EDU 635e
Contemplative Teaching (3)
This course presents an approach for integrating mindfulness/awareness meditation into nonsectarian classroom teaching at any level of instruction. Topics include mindfulness/awareness in teaching, liberating sense perceptions, observing natural rhythms, presence in teaching, working with emotions and transitions. The approach is tailored to each student’s teaching situation. Readings and discussion support the shift to experiencing teaching as nonsectarian spiritual journey. We read from leaders in the field of contemplative education and from relevant Buddhist and other spiritual teachers. The course requires meditation and online meditation instruction. Open to teachers with an established mindfulness meditation practice. Students who are not matriculated in the MA program must receive permission of the instructor to register.

EDU 665e
Compassionate Teaching (3)
A continuation of EDU 635e, this course explores and applies compassionate teaching in the classroom. This nonsectarian approach sees education as a personal spiritual journey that brings the teacher’s inner life to the art of teaching. We investigate the qualities of generosity, patience, discipline, exertion and knowledge; the dynamics of contemplative learning communities; and compassionate teaching relationships. Readings come from leaders in the field, as well as from relevant Buddhist and other spiritual teachers. The course includes mindfulness/awareness meditation, loving-kindness practice and meditation instruction. Prerequisite: a teaching practice and an established mindfulness/awareness meditation practice.
Students who are not matriculated in the MA program must receive permission of the instructor to register.

EDU 700
Contemplative Curriculum (2)
This course studies principles and examples of curriculum derived from mindfulness/awareness-based educational traditions. This study prepares the student for the sacred transformation of learning environments within secular contexts. The study of the Ten Aspects of Knowledge, the curriculum of the ancient Indian Nalanda University, is featured along with other sacred systems. Prerequisite: Completion of Summer Session I. Students who are not matriculated in the MA program must receive permission of the instructor to register.

EDU 705
Maitri in Education (4)
Adapted from the tradition of Tibetan yoga, maitri is a space awareness method for understanding emotions and developing appreciation of discrete styles of statement. The practice begins with a personal, experiential and traditional knowledge of the five energies of this approach. Attention is placed on the individual unfolding and understanding that leads to developing skills for authentic teaching relationships with students, parents, administrators and co-teachers. Arts and contemplative acting exercises are integrated into this course. Prerequisite: Completion of Summer Session I. Students who are not matriculated in the MA program must receive permission of the instructor to register.

EDU 715
Community Practice Seminar II (1)
As in EDU 625, this seminar integrates community issues and meditation into the students’ comprehensive learning experience. Having experienced online learning community for two semesters, students re-establish their summer community with greater depth. Having explored the effects of meditation themselves as teachers for a year, students study and practice mindfulness/awareness with greater relationship and service dimensions. The more advanced nature of the practice is addressed in discussion groups and in one-to-one encounters with meditation instructors. Loving-kindness meditation continues to be practiced. Prerequisite: Completion of Summer Session I. Students who are not matriculated in the MA program must receive permission of the instructor to register.

EDU 720e
Spiritual Roots of Development (2)
This course investigates theories of the spiritual roots of human development with a focus on the validity and implications of stage theories. It examines contemporary theories of development in light of current and historical theories of spiritual development, with particular attention to Wilbur, Washburn, Steiner, Aurobindo and Khan. Implications of these theories for educational theory and practice are drawn. Students have an opportunity to investigate a theorist of their choice. Students who are not matriculated in the MA program must receive permission of the instructor to register.

EDU 735e
Buddhist Educational Heritage: The Five Qualities and the Ten Vidyas (3)
A study and application of traditional Buddhist approaches to curriculum and learning styles. We study the Ten Vidyas, also known as the Ten Aspects of Knowledge, from Nalanda, the renowned Buddhist medieval Indian university. The intention is to understand and apply their basic principles to contemporary curriculum, teaching and learning. The other subject is the Five Qualities, a Tibetan mandalic perspective on energy styles that has been applied to education at Naropa University. The course focuses on personal exploration and educational application and includes mindfulness/awareness meditation, loving-kindness practice and meditation discussion. Prerequisite: Classroom teaching experience and mindfulness/awareness meditation practice. Students who are not matriculated in the MA program must receive permission of the instructor to register.
EDU 780e  
**Educational Leadership (2)**  
Contemplative educational leadership begins by cultivating clarity within and extends through awareness, compassion and effective action. Leadership in this course is understood in a broad context beyond the individual classroom. It can span the spectrum from short-term collaborations to complex ongoing activities of school administrators. This survey of contemplative educational leadership includes topics in styles of leadership, leading from within, mandala and natural hierarchy, working with conflict and chaos, building compassionate educational communities, leadership in diverse communities and exploring contemplative leadership on the national level. MA only. Prerequisite: An established mindfulness/awareness meditation practice and permission of the instructor.

EDU 850e  
**Thesis Seminar I (1)**  
Thesis I is the prerequisite for Thesis II, which is taken in the last semester (spring) of the master’s program for students in Contemplative Education. The purpose of this course is to provide guidance to students regarding the thesis format, and to provide adequate preparation time for students to investigate ideas and formulate a plan for the implementation of the thesis. This course covers the following areas of study: professional identity; human growth and development; career development; and research and program evaluation. Prerequisite: Completion of all course work in the Contemplative Education program, except for Spiritual Roots of Development (which may be taken simultaneously). In some cases, department chair approval may be required.

EDU 880e  
**Thesis Seminar II (4)**  
This course provides individualized support for students’ MA thesis work. Theses develop from three sources: 1. A selected aspect of the students’ practical application of contemplative education in their own classroom; 2. Relevant areas of study within the broad field of spirituality in education; 3. The influence of the students’ personal spiritual journey in teaching. Thesis topics might include “Enhancing our Science Curriculum,” “Mindful Speech with Children,” “Empathy in Parent Conferences” or “Working with Aggression in the Classroom.” Prerequisite: Completion of all prior MA ED course work.
The Contemplative Psychology Department, founded in 1977, is guided by the principle that psychological well-being is innate. The department’s priority is to create an environment that encourages the personal experience of this intrinsic health to mature in the life of each student. This maturation inspires students to care for the well-being of others.

In keeping with the mission of Naropa University, the curriculum is energized by the interplay of insights drawn from both Buddhist and Western traditions, and methods that explore both mental and somatic levels of experience. This East/West–Mind/Body approach to learning constitutes the organizing theme of students’ training.

The department’s educational objectives are 1) intellectual mastery through rigorous academic study of Buddhist and Western psychological principles; 2) intuitive insight through the practices of meditation, healing arts and experiential learning; as well as 3) self-acceptance and compassionate relationship with others through deepening the integration of study, practice and service. The department is committed to helping each student develop these competencies by combining traditional liberal arts with direct training in moment-to-moment mindfulness, awareness and compassion. This educational process fosters skills and subtlety in interpersonal relationships and is especially strong preparation for the helping professions. The department offers a Bachelor of Arts in Contemplative Psychology as well as a minor and certificate program in Contemplative Psychology.

“Opening to oneself fully is opening to the world.”
—Chögyam Trungpa Rinpoche, Naropa University founder
CONTEMPLATIVE PSYCHOLOGY DEPARTMENT

Chair: Carole Clements  
Administrative Director: Carol A. Frederick  
Ranked Faculty: Frank Berliner; Susan Burggraf; Jane Carpenter (sabbatical fall ’09); Carole Clements; Peter Grossenbacher  
Ranked Faculty from Other Departments: Zoë Avstreih (Somatic Counseling Psychology); Christine Caldwell (Somatic Counseling Psychology)  
Adjunct Faculty: Dan Archer; Marlow Brooks; Marvin Casper; Janneli Chapin; Shyamaa Creaven; Robert Diehl; Eric Dorninger; Deepesh Faucheux; Oona Fraser; Tracy Goldenberg; Margot Iseman; Brigitte Karelis; Valerie Lorig; Janine Malcolm; Suzanne Marie; Brigitte Mars; Jayme Peta; Philip Weber

UNDERGRADUATE STUDY  
BA in Contemplative Psychology  
The Contemplative Psychology major requires 37 credit hours: 28 from the core requirements and 9 from one of the concentrations. The core requirements are divided between courses in psychology and meditation from the Buddhist and Shambhala traditions, and courses in Western psychology. Students pursue further study in one of four concentrations: Somatic Psychology, Psychology of Health and Healing, Transpersonal and Humanistic Psychology, or Psychological Science.

Other requirements include a contemplative community retreat in the fall semester and a community-based internship within the Boulder/Denver area.

Declaration of Major  
In addition to adhering to university requirements and deadlines (p. 56), Contemplative Psychology requires  
• a meeting with the department  
• completion of PSYB 101, Introduction to Western Psychology, with a minimum grade of “B-”

REQUIREMENTS:  
BA CONTEMPLATIVE PSYCHOLOGY  
Core Courses  
PSYB 314 Buddhist Psychology I: Mindfulness Meditation (3)  
PSYB 325 Buddhist Psychology II: Awakening Compassion (3)  
PSYB 343W Contemplative Community Program Retreat at Shambhala Mountain Center (0.5 each year) (1)  
PSYB 415 Maitri: Working with Emotions (3)  
PSYB 425 Field Placement (3)  
PSYB 482 Senior Seminar I (3)  
PSYB 483 Senior Seminar II (3)  
SUBTOTAL 19

Choose 6 credits from the following:  
PSYB 301 Statistics and Research Methods (3)  
PSYB 345 Developmental Psychology (3)  
PSYB 357 Cognitive Psychology (3)  
PSYB 371 Personality Theories (3)  
PSYB 373 Social Psychology (3)  
SUBTOTAL 6
Choose 3 credits from the following:
PSYB 420 Abnormal Psychology (3)
PSYB 421 Scientific Research into Conscious Experience (3)
PSYB 456 The Psychology of Religion (3)
PSYB 490 Special Topics in Psychology (3)
PSYB 495 Advanced Practicum in Psychological Research (3)

SUBTOTAL 3

CONCENTRATION 9

TOTAL CREDITS 37

Each concentration has one or more courses required for all students. Students must select additional courses in consultation with their academic advisor to fulfill the concentration requirements.

CONCENTRATION REQUIREMENTS

Somatic Psychology
Somatic psychology is the practice of making meaningful connections between emotional process and the body’s expressions, sensations and symptoms. Course work includes three learning domains: 1) the historical and developing theory of body psychology; 2) the research and science regarding body psychology; and 3) the increase of body/self-awareness developed through experiential and movement-oriented classes.

Required Course
PSYB 304 Somatic Intelligence: The Neuroscience of Our Body-Mind Connection (3)

Choose 6 credits from the following:
PSYB 208 Embodifying Process and the Individual (3)
PSYB 255 Body-Mind Centering (3)
PSYB 303 Psychology of the Five Elements I (3)
PSYB 328 Gestalt: Presence (3)
PSYB 333 Hakomi Somatics (3)
PSYB 359 Learning from Trauma: Understanding its Effects and Building Personal Resources (3)
PSYB 372 Presence: Voice and Sound (3)
PSYB 435 Authentic Movement/
Body Awareness Practice (3)
PFAR 375 Ignite Knowing, Dancing for Every Body: The Study of Contemplative Dance (3)

TOTAL CREDITS 9

Psychology of Health and Healing
The Psychology of Health and Healing concentration emphasizes body-mind synchronization as the key to inner harmony and well-being. Students explore a diversity of ancient and modern healing methodologies and learn experiential techniques for balancing the spiritual and somatic aspects of health.

Required Course
PSYB 329 Approaches to Healing (3)

Choose 6 credits from the following:
PSYB 208 Embodying Process and the Individual (3)
PSYB 209 Herbal Medicine (3)
PSYB 239 Nutrition (3)
PSYB 303 The Psychology of the Five Elements I (3)
PSYB 323 The Psychology of the Five Elements II (3)
PSYB 333 Hakomi Somatics (3)
PSYB 346 Tibetan Medicine I (3)
PSYB 359 Learning from Trauma: Understanding its Effects and Building Personal Resources (3)

TOTAL CREDITS 9

Transpersonal and Humanistic Psychology
The Transpersonal and Humanistic Psychology concentration helps students synthesize two major forces in Western psychotherapy and appreciate the two approaches’ unique contributions to the understanding of mental health. These include the recognition of spiritual longing for wholeness as essential to psychological growth, and the acknowledgment of the importance of the client-therapist relationship in the client’s healing process.

Required Courses
PSYB 350 Humanistic Psychology (3)
PSYB 354 Introduction to Transpersonal Psychology (3)

Choose 3 credits from the following:
PSYB 225 Family Systems (3)
PSYB 328 Gestalt: Presence (3)
PSYB 330 Introduction to Jungian Psychology (3)
PSYB 355 Dynamics of Intimate Relationships (3)
PSYB 421 Scientific Research into Conscious Experience (0–3)
PSYB 430 Exploring Dream Psychology (3)

TOTAL CREDITS 9

Psychological Science
Psychological science is the study of human experience and activity through systematic observation. Topics include development from infancy through adulthood, individual differences, embodiment, perception, emotion, consciousness, thinking, social influence, self and other aspects of mental life. In addition to theoretical study, we explore methods of obtaining and evaluating empirical evidence ranging from behavior assessment to contemplative phenomenology.

Required Course
PSYB 301 Statistics and Research Methods (3)
Choose 6 credits from the following:
PSYB 234  Perception (3)
PSYB 241  Systems Thinking (3)
PSYB 345  Developmental Psychology (3)
PSYB 371  Personality Theories (3)
PSYB 373  Social Psychology (3)
PSYB 420  Abnormal Psychology (3)
PSYB 421  Scientific Research into Conscious Experience (3)

TOTAL CREDITS 9

Minor in Contemplative Psychology
To minor in Contemplative Psychology, students may choose any 12 credits from PSYB courses.

Certificate Program in Contemplative Psychology
The 30-credit certificate program, tailored to the student's needs and background, requires 18 psychology credits and 12 credits of general electives from anywhere in the university.

Required Courses
PSYB 101  Introduction to Western Psychology (3)
PSYB 314  Buddhist Psychology I: Mindfulness Meditation (3)
PSYB 325  Buddhist Psychology II: Awakening Compassion (3)

Electives in Psychology (9)
General Electives (12)

TOTAL CREDITS 30

CONTEMPLATIVE PSYCHOLOGY COURSES
undergraduate
100–199 introductory courses open to all students
200–299 intended for first-year and second-year students
300–399 intended for juniors and seniors
400–499 intended primarily for seniors

Graduate
500–599 graduate-level electives and introductory courses

e Online course

CONTEMPLATIVE PSYCHOLOGY (PSYB)
PSYB 100  Anatomy (3)
A traditional approach to the study of normal human anatomy, rooted in the conventional science of anatomy, studying the structure and subsequent function of the major body systems: skeletal, muscular, nervous, endocrine, immune, digestive, blood, cardiovascular, respiratory, urinary and reproductive systems. Some practical understanding of these major systems is given from a naturopathic physician/acupuncturist's perspective. One class briefly introduces energetic systems of anatomy (e.g. meridians, chakras). Special fee to cover two optional visits to a cadaver lab. Fee will be refunded if student chooses not to participate.

PSYB 101  Introduction to Western Psychology (3)
This survey course explores psychology as it has developed in the Western world. Students learn to better understand mental life and behavior by studying diverse Western traditions that range from laboratory science to the intuitive clinical work involving clients and therapist. Specifically, students develop familiarity with many of the distinct perspectives, concepts and terms of Western psychology. Topics covered include brain function, consciousness, perception, learning, thought, maturation, emotion, personality, mental illness and therapy. Understanding these topics is deepened by critically evaluating Western psychological frameworks with respect to each student's own experience.

PSYB 208  Embodying Process and the Individual (3)
The body is the vessel of emotions, the vehicle for actions and the tool of perceptions. Culturally, we have been trained to ignore bodily processes. This class examines the role of bodily experience in the unfolding of life's process. Out of a study of sensation, energy, emotion, perception, movement, breath, speech and touch, students cultivate an ongoing individual practice for embodying their personal process. Prerequisite: PSYB 100.

PSYB 209  Herbal Medicine (3)
An introduction to the use of food, herbs and other natural remedies to maintain and improve a wide variety of health conditions. We discuss herbal preparations, safety, dosaging and also learn to identify many local plants in this area. Topics include herbal history, food as medicine, reproductive health, emotional health using natural remedies, natural medicine for children, addictions, psychoactive plants, aromatherapy and immune system health. The class has an East-West approach incorporating many of the principles of Oriental medicine, yet mostly using native plants.

PSYB 225  Family Systems (3)
An investigation of the family as a system, which has a structure and organization of its own. Interactions between family members are seen from a systematic perspective, thereby deepening the students' understanding of their family of origin and the families of others. The course provides an introduction to the history of family therapy and to the major theorists in the field. The importance of family in various therapeutic contexts is explored as well as diversity of family forms found within our culture.
and the cultures of others. The course combines readings, lectures, discussions and experiential exercises. Open to Contemplative Psychology and Interdisciplinary Studies students only. Others by permission of instructor.

**PSYB 234**
Perception (3)
The senses give our mind access to the world. All human senses, including sight, hearing, taste, smell, touch, bodily sensations, etc., are studied. Students practice contemplative sensory awareness, attending to nuance and detail and document their own experience by journaling. Introspection (direct observation of conscious experience) joins with scientific understanding of perceptual processes in laboratory exercises, lecture and discussion. Findings from modern research on perception and attention provide more complete understanding of the embodied nature of subjective experience. Materials fee.

**PSYB 239**
Nutrition (3)
Students learn basic human physical, nutritional requirements from four perspectives: the field of nutritional anthropology; the scientific discoveries of the twentieth century; direct experience; and from intuition. Students acquire information and tools to determine a diet that suits them best now, as well as how to alter that diet as requirements may change during life. We study the dietary changes in the twentieth century that underlie our most common causes of chronic disease and death and suggest nutritional strategies to prevent those diseases.

**PSYB 241**
Systems Thinking: Psychological and Social Systems (3)
We are complex beings living in an interconnected universe. Students explore the exciting and innovative approaches of systems thinking and chaos theory to help understand themselves and their relationship with the world. Students learn "tools for thought"—ideas such as wholeness, emergence and feedback—to gain insight into the nature of mind, families and organizations. Class readings and videos include such original thinkers as Fritjof Capra, Gregory Bateson, Rupert Sheldrake and Francisco Varela.

**PSYB 255**
Body-Mind Centering (3)
This class focuses on the relationship between the body and mind through basic patterns of movement. Students experience their patterns through guided development and transform movement patterns in both themselves and others. The basis of the work is Body-Mind Centering®, movement re-education, and analysis developed by Bonnie Bainbridge Cohen. This class includes a study of living anatomy that brings awareness to the different body systems, developmental movements, and supports alignment and integration. Open to upper-division and Interdisciplinary Studies students only. Others by permission of the instructor.

**PSYB 301**
Statistics and Research Methods (3)
This course introduces statistical analysis and research methods used to test theories within psychological science. Students learn the most common techniques for describing data and making inferences in psychological research. Students learn to develop research questions, design rigorous and ethically sound experiments, and collect, analyze and interpret data. Prerequisite: PSYB 101.

**PSYB 303**
The Psychology of the Five Elements I (3)
An exploration of the "law of the five elements" and the system of medicine connected with it. The ancient Chinese viewed body, mind and spirit as inseparable from the world of nature; careful observation of nature reveals the cause of suffering to any or all of these three areas. Through lecture, discussion and hands-on exercises, students examine their existing state of physical, mental and spiritual health. Students develop tools and skills to help improve personal and interpersonal environments. Open to upper-division students only. Others by permission of the instructor.

**PSYB 304**
Somatic Intelligence: The Neuroscience of Our Body-Mind Connection (3)
An introduction to somatic psychology, this course presents theoretical conceptualizations of the body-mind continuum, emphasizing emotions, movement, perception and the nature of illness and healing as illustrated by recent scientific theories and findings. By studying how our bodies and psyches weave together; we can become aware of their interdependence and construct more effective therapeutic experiences both for ourselves and for others. Students learn the fundamental principles of the somatic psychology field and explore in depth their relationship with advanced developmental psychology theories. Prerequisite: PSYB 101; PSYB 100 is strongly recommended.

**PSYB 314**
Buddhist Psychology I: Mindfulness Meditation (3)
This required course is an introduction to the psychological principles and sitting practice of mindfulness/awareness meditation, and is drawn from the Tibetan and Zen Buddhist traditions as well as the Shambhala teachings of sacred warriorship. We explore the many ways—both obvious and subtle—in which ego-fixation creates suffering and confusion in our lives. We train students to begin to develop inner tranquility, insight and loving-kindness as the essential ground for working effectively with their own life challenges and those of other people. Open to Contemplative Psychology and Interdisciplinary Studies students with 45 credits only. Others by permission of instructor.
PSYB 323
The Psychology of the Five Elements II (3)
A continuation of the work in PSYB 223. Students work more deeply with five element diagnoses—the officials, color, sound, odor and emotion diagnosis in our personal healing journeys. In addition, we journey to various local plants and trees to access their wisdom and healing powers within the context of the five elements. This is a beginning of the work with “plant spirit medicine.” Students are expected to have a solid ground in the elements, seasons and officials so that there is a strong base for work with diagnosis. Prerequisite: PSYB 303. Open to upper-division students only. Others by permission of instructor.

PSYB 325
Buddhist Psychology II: Awakening Compassion (3)
An in-depth examination of the principles of compassionate action, as taught in both the Tibetan tradition of Mahayana Buddhism (the bodhisattva path) and the Western tradition of service to others. Students learn and practice tonglen meditation, and the skills of deep listening, empathic attendance, dialogue and servant leadership. Each student also writes weekly reflection papers that track the unfolding of a helping relationship with another person in light of the principles being presented. Prerequisite: PSYB 314 or meditation experience and permission of instructor. Open to Contemplative Psychology and Interdisciplinary Studies students only; Others by permission of instructor.

PSYB 328
Gestalt: Presence (3)
Gestalt is first and foremost a way of being and a powerful, provocative way of understanding and working with the body, speech and mind. By focusing on the details of moment-to-moment experience and on the interplay between the individual and the environment, Gestalt seeks to develop self-knowledge, satisfaction, self-support and clear boundaries. The course includes readings, lectures, discussions and experiential exercises on the nature of being and ego. Upper-division Contemplative Psychology and Interdisciplinary Studies students only; Others by permission of instructor.

PSYB 329
Approaches to Healing (3)
A basic overview of the theory, practice and use of various natural approaches to health and healing. Emphasis is placed upon understanding and appreciating these modalities and discerning when and for what they are appropriate. Students research and articulate the paradigms of holistic medicine, clarifying their personal interest for future work in this field. Open to upper-division students with 60+ credits only. Course fee.

PSYB 330
Introduction to Jungian Psychology (3)
A general introduction to the psychology of C.G. Jung, this course covers Jung’s major contributions to dynamic psychology, including topics such as ego consciousness, complexes, libido theory, archetypes and the collective unconscious, persona and shadow, anima and animus, the Self, individuation, synchronicity, active imagination and dream analysis. Students are required to explore their own inner world and confront unconscious processes by maintaining a journal, sharing dreams and working toward developing a “life myth.” Each class combines lecture, discussion and process, in order to bring meaning and reality to Jung’s concepts. Prerequisite: PSYB 101 or by permission of instructor. Not open to first-year students.

PSYB 333
Hakomi Somatics (3)
Recognizing that mind and body jointly express and reflect deeply held, often unconscious beliefs about oneself and others, Hakomi Somatics helps bring these beliefs to conscious awareness. The body, with its various patterns, is used to access an intelligence which underlies habitual, limiting patterns. Thus, limiting patterns are recognized and understood, making learning and transformation become possible. Students engage in exercises in mindfulness. Topics include the Hakomi principles, character strategies, boundaries, resources and somatic psychological skill building, which can be used in daily life. Upper-division BA students only. Others by permission of instructor.

PSYB 343W
Contemplative Community (0.5 credits each year)
This two-day retreat at Shambhala Mountain Center takes place at the beginning of each fall semester. The practices of sitting and walking meditation, tonglen and Maitri Space Awareness practice, as well as relaxing with others in this beautiful mountain setting, enable each student to begin the academic year with a renewed sense of energy and balance. Talks, gatherings and group exercises bring students and faculty together in a contemplative community with a sense of purpose and friendship. Open to Contemplative Psychology students only. A required retreat orientation occurs in advance of the retreat and serves to prepare students for success in the PSYB 343W retreat environment. Special fee for room and board.

PSYB 345/345e
Developmental Psychology (3)
A study of theory in human development from birth through the span of life. Students are introduced to major theorists and discuss the philosophical and practical relationship of ethics to psychology, including cross-cultural issues. Students clarify, formulate and develop their own beliefs and approaches to human development in relation to these
major schools of thought. We explore the relationship of these traditional approaches to the contemplative and transpersonal perspectives. Prerequisite: PSYB 101.

**PSYB 346**
Tibetan Medicine (3)
Current Tibetan medicine is a unique blend of Ayurvedic, Chinese, Persian and Bon medical systems. This course presents an overview of Tibetan medicine and explores how it relates personal experience to the healing path so an individual can more easily understand and take charge of the healing process. Topics include three-humour theory, the mind-body relationship, the healing process, disease classification, how disease relates to diet and lifestyle, pulse and urine diagnosis, the role of mind training, spiritual practice and the use of herbs. Upper-division BA students only. Others by permission of instructor.

**PSYB 350**
Humanistic Psychology (3)
An exploration of the basic principles of humanistic and existential psychology and psychotherapy. This is the so-called "third force" in the modern Western tradition of psychology, which emerged after 1940 both as an expansion and an alternative to the psychoanalytic and behavioral schools that preceded it. It emphasizes the authenticity of the therapist as the key factor in promoting the client's potential for growth and healing. We focus on the work of Adler; Rogers and Maslow among the humanists, and the work of Yalom, May, Frankl, Perls and Bugental among the existentialists. Prerequisite: PSYB 101 or permission of instructor. Open to Contemplative Psychology and Interdisciplinary Studies students only.

**PSYB 354**
Introduction to Transpersonal Psychology (3)
This course uses the work of Jung, Assagioli, Grof, Wilber, Walsh, Vaughan and others to introduce students to the theoretical concepts and practical applications of transpersonal psychology. Students also learn to utilize the tools of this field of study, as well as explore their personal journey through the lens of transpersonal psychology. Prerequisite: PSYB 101. Open to upper-division Contemplative Psychology and Interdisciplinary Studies students only. Others by permission of instructor.

**PSYB 355**
Dynamics of Intimate Relationships (3)
This course explores intimate relationship as a path of personal and spiritual development. Issues discussed include conscious and unconscious patterns in the selection of partners; family of origin influences; qualities of healthy relationships; communication styles; conflict resolution; gender differences; sexuality; and uncoupling. Students develop their own unique vision for deepening their experience of intimacy and creating a healthier, more satisfying partnership. Prerequisite: PSYB 101. Open to upper-division students only. Others by permission of instructor.

**PSYB 357**
Cognitive Psychology (3)
This course concerns the study of thought, conscious experience and associated mental functions. This area of psychological science focuses on the high level mental processes and related brain activity involved in conscious mental life and unconscious information processing. Specific topics include attention, language, intelligences, imagery, emotion, conceptual knowledge, memory, problem solving, expertise, reasoning and decision making. This course emphasizes the perspectives of information processing, cognitive neuroscience and contemplative psychological science. Prerequisite: PSYB 101.

**PSYB 359**
Learning from Trauma: Understanding Its Effects and Building Personal Resources (3)
Unresolved trauma affects our psychological and physical well-being. This class educates students about the aftereffects of trauma, such as the inability to modulate physiological arousal, dissociation, and emotional problems and negative beliefs that might arise following trauma. This is an experiential class that emphasizes learning resources, especially somatic resources, for working with the effects of trauma in a group setting. The primary focus is on working through the body to develop somatic resources that help a person cope with and resolve the symptoms of trauma and gain mastery over helpless and overwhelming feelings. Open to upper-division students only or lower-division students with prerequisite PSYB 333. Others by permission of the instructor.

**PSYB 371/371e**
Personality Theories (3)
Students explore the development of human personality. We study the theories of major traditional systems of psychology, including psychoanalysis, analytical psychology, behavioral, humanistic, systemic, feminist and existential models. Students clarify, formulate and develop their own thoughts and approaches to the psychology of personality in relation to these major theories. We also explore the relationship of these approaches to the contemplative and transpersonal perspectives. Prerequisite: PSYB 101. Open to upper-division Contemplative Psychology and Interdisciplinary Studies students and Contemplative Psychology minors only. Others by permission of instructor.

**PSYB 372**
Presence: Voice and Sound (3)
This presentation-oriented course focuses on one's essential voice and how it is given the form that allows it to be heard. Students bring to class regular showings, such
as poetry, a dance, a song, a painting, a story, a piece of music or words from a journal. By listening and being heard, students study the art and discipline of personal statement, how the personal connects to the universal, and how self extends to and informs community. Through self-statement, one finds knowledge that allows for self-healing, and that can be used to help others. Open to upper-division Contemplative Psychology and Interdisciplinary Studies students only. Others by permission of instructor.

**PSYB 373**  
Social Psychology (3)  
How do attitudes form and change? How do group dynamics influence decision making? What factors influence altruistic behavior? This course examines concepts and research evidence from areas of social psychology such as the social self, social influence, cultural variation, attraction, humanitarian behavior among others. The underlying variables of mindfulness and arousal are examined as a bridge to the contemplative perspective. Prerequisite: PSYB 101. Open to upper-division Contemplative Psychology and Interdisciplinary Studies students only. Others by permission of the instructor.

**PSYB 415**  
Maitri: Working with Emotions (3)  
In the maitri practice particular postures and specially designed rooms evoke a variety of psychological spaces from which different styles of thought and emotion arise. Students explore the major types of psychological spaces; their relation to pride, passion, paranoia, ignorance, frustration and aggression; and the Buddhist approach to sanity and neurosis through a weekly lecture, practice in maitri rooms and participation in a smaller group to process material more personally. Prerequisite: PSYB 325 or equivalent meditation experience. Upper-division Contemplative Psychology and Interdisciplinary Studies students only. Others by permission of instructor. Materials fee.

**PSYB 420/420e**  
Abnormal Psychology (3)  
Students investigate the merits and liabilities of Western assessment and treatment approaches to psychological problems. We consider the sociocultural contexts in which assessment and treatment approaches are variably formulated and applied. We investigate both transcultural understandings of psychological problems and the wisdom of cultural relativity. Students acquire a solid foundation in traditional Western clinical approaches to mental health as articulated and codified in the DSM IV-TR. Prerequisites: PSYB 345 and PSYB 371. Upper-division Contemplative Psychology and Interdisciplinary Studies students, and Contemplative Psychology minors only. Others by permission of instructor.

**PSYB 421/560**  
Scientific Research into Conscious Experience (0–3)  
We empirically explore the nature of conscious experience using verbal report methods such as questionnaire, interview and focus group, as well as experiments in cognition, perception and attention. This hands-on course involves conducting collaborative empirical studies on one of two topics. Students conduct studies on meditation and contemplative spirituality in order to contribute to a scientific understanding of meditation and its effects on people’s lives. Upper-division BA and MA. Permission of instructor required for all students. Materials fee.

**PSYB 425**  
Field Placement (3)  
Students volunteer weekly at an approved field placement site in the local community. This class offers a forum for students to reflect on their experiences from their community-based projects. Academic study is integrated with experiential learning to provide a meaningful educational experience. Students are introduced to contemplative awareness techniques that can be actively practiced in their community settings. Lectures, dialogue, guest speakers and experiential activities support students in developing their own vision of socially relevant service work that is culturally sensitive and nurtured by contemplative practice. Special topics have included cultural diversity and coping with death and dying. Prerequisites: PSYB 314, PSYB 325 and PSYB 415. A field placement meeting scheduled after course registration in the prior semester allows students to meet with the coordinator; select a volunteer site and begin engagement with the community-based learning project associated with this course. Open to upper-division Contemplative Psychology students only.

**PSYB 430**  
Exploring Dream Psychology (3)  
This course works with dreams in a highly experiential manner and context, using an eclectic variety of perspectives with an emphasis on Jungian and Gestalt approaches. Students’ dreams are explored in and out of the classroom: individually, in small and large group contexts, and with art media. An ongoing dream practice is required, including the creation and maintenance of a dream journal. Students are asked to relate their dream work to their waking psychological life in assignments. Prerequisite: PSYB 330 or PSYB 354, or by permission of the instructor.

**PSYB 435**  
Authentic Movement/Body Awareness Practice (3)  
Authentic Movement is a self-directed movement process employing the wisdom of the body as a pathway to awareness. It offers an opportunity to experience the individual and collective body as a vessel for healing and transformation and creative process. This course explores the ground form of Authentic Movement: the mover, the witness and the relationship between them.
Students explore their own process while experiencing this therapeutic movement form. Through learning how to increase the authenticity of presence, students explore the ground of healing relationship. Authentic Movement provides a model for life lived in authentic relationship to self, others and community. Prerequisite: Any one of the following: PSYB 208, PSYB 255, PSYB 304, PSYB 333, or PSYB 359.

PSYB 456
The Psychology of Religion (3)
What is the psychological function of religion? What are the psychological purposes of religious ritual and eating practices? This course examines theory and research in the psychology of religion with a special emphasis on comparing and contrasting Judeo-Christian perspectives with Buddhist perspectives on topics such as the self, attachment, gender and community. Prerequisite: PSYB 101 and any one of the following: PSYB 330, PSYB 345, PSYB 371 or PSYB 373.

PSYB 482
Senior Seminar I: Transformational Psychology—
The Group Experience (3)
The initiatory or ground phase in a two-semester multisensory, multifaceted process, whereby students explore the nature of creativity and its fundamental relationship to psychology in the context of the classroom community. Through readings, writings, class discussions and exercises, students uncover their relationship to creativity and learn what exposing oneself to the larger world means. By engaging their curiosity and liveliness, and developing awareness around habitual patterns and resistances, students cultivate trust in themselves and their inherent qualities of wakefulness, wisdom and compassion. Open to Contemplative Psychology seniors with 90 credits only or by permission of instructor. Materials fee.

PSYB 483
Senior Seminar II: Transformational Psychology—
The Threshold Experience (3)
The culminating or fruitional phase in a multisensory, multifaceted process, which introduces and explores the topic of transition. Students utilize the lessons learned and relationships formed within the first semester as inspiration for developing their final papers and multimedia presentations. Students research topics that provoke deep inquiry and challenge both their intellect and intuition. This course culminates in a celebratory, final presentation weekend. Prerequisite: PSYB 482. Open to Contemplative Psychology seniors only. Materials fee.

PSYB 490
Special Topics in Psychology (3)
An advanced examination of a topic drawn from psychology. Assignments may include reading, labs, papers, oral presentations, quizzes/exams, literature searches and manuscript preparation. This course culminates in a public oral presentation. Topics vary by semester and section. Prerequisites include PSYB 101, PSYB 301 or permission of instructor. May be repeated.

PSYB 495
Advanced Practicum in Psychological Research (3)
An advanced examination using research methods that discover new knowledge about a topic drawn from psychology. Assignments may include literature search, study design, data collection, data entry, data analysis and manuscript preparation. This course culminates in a public oral presentation. Topics vary by semester and section. Prerequisites: PSYB 101 and PSYB 301, or permission of instructor. May be repeated. Course fee.

PSYB 499
Independent Study (1–3)
"Today we are faced with a challenge that calls for a shift in our thinking, so that humanity stops threatening its life-support system. We are called to assist the Earth to heal her wounds and in the process heal our own—indeed, to embrace the whole creation in all its diversity, beauty and wonder. This will happen if we see the need to revive our sense of belonging to a larger family of life, within which we have shared our evolutionary process."

—Wangari Maathai, Kenyan activist and 2004 Nobel Peace Prize winner

Environmental studies at Naropa University integrates a deep understanding of the living world through the study of science, systems, sacred ecology, historic and contemporary environmental movements, diverse perspectives and wisdom, and contemplation, as well as engaging in hands-on, community-based work. We believe that through critical examination and understanding, engaging in deep relationships and developing appropriate skills, humans can learn how to respond to the ecological crisis and return to harmonious, sustainable relationships within the living world.

The department offers a Bachelor of Arts in Environmental Studies and a Master of Arts in Environmental Leadership. Students from other departments may select one of the following minors: Ecology and Systems Science, Environmental History and Justice, Environmental Sustainability, Horticulture or Sacred Ecology.
UNDErGRADUATE STUDy

BA in Environmental Studies

Environmental studies is an inherently transdisciplinary field arising from the interaction of Western-based natural and social sciences, and from other sources of wisdom and tradition. The Environmental Studies program is designed to empower students to develop the knowledge base and skill set needed to address complex environmental issues.

The Environmental Studies curriculum integrates the complex and interconnected relationships of the natural environment, human culture and personal experiences. These relationships are studied through six interrelated strands: field science, sacred ecology, sustainability, permaculture, environmental history and justice, and learning community.

Declaration of Major

In addition to adhering to university requirements and deadlines (p. 56), Environmental Studies requires

- a meeting with an ENV faculty member;
- successful completion of ENV 100, Physical Geography, and ENV 245, Geography: Pilgrimage and Sacred Landscape.

REQUIREMENTS:

BA ENVIrONMENTAL STUDIES

ENV 207 History of the Environmental Movement (3)
ENV 215 Sustainability (3)
ENV 220 Ecology and Systems Science (3)
ENV 250 Nature, the Sacred and Contemplation (3)
ENV 260 Introduction to Permaculture (3)
ENV 302 Environmental Pollution and Solutions (3)
ENV 318 Deep Ecology (3)
ENV 355 Environmental Justice (3)
ENV 357 Creating a Learning Community (noncredit)
ENV 420 Environmental Service Learning: Ecological Restoration (3)
ENV 480 Senior Project Course (3)
SUBTOTAL 30

Choose one field science course:

ENV 311 Plant Ecology (3)
ENV 321 Geology (3)
Choose one focus course:

- ENV 236  Green Building (3)
- ENV 238  Survival Skills (3)
- ENV 253  Environmental Economics (3)
- ENV 342  Permaculture Design (3)
- ENV 363  Indigenous Environmental Issues (3)
- ENV 370  Ecopsychology (3)

**TOTAL CREDITS 36**

**Creating a Learning Community**
The Environmental Studies Department requires BA majors to complete four semesters of ENV 357, Creating a Learning Community (typically during the junior and senior years). This is a noncredit course that provides students the time and space to build community within the department by engaging in meaningful environmental issues and projects. This course is also open to Environmental Studies minors and Interdisciplinary Studies majors with Environmental Studies concentrations.

**Senior Project**
The Environmental Studies Department requires BA majors to complete an individual senior project in the final year of the program. The project can take the form of either a traditional senior thesis paper or a community-based project. This requirement is fulfilled by completing ENV 480, Senior Project.

**Internship and Independent Study Opportunities**
The Environmental Studies Department has fostered partnerships with community organizations where students can arrange internships and co-create meaningful independent study opportunities that supplement the Environmental Studies curriculum.

**Minors in Environmental Studies**
Students from other departments interested in an Environmental Studies minor may select one of the following 12-credit minors. Courses must be taken in the appropriate sequence where prerequisites exist.

**Ecology and Systems Science**
- ENV 100  Physical Geography (3)
- ENV 220  Ecology and Systems Science (3)
- ENV 302  Environmental Pollution and Solutions (3)

One field science course (3)

**TOTAL CREDITS 12**

**Environmental History and Justice**
- ENV 207  History of the Environmental Movement (3)
- ENV 355  Environmental Justice (3)
- ENV 363  Indigenous Environmental Issues (3)
- ENV 420  Environmental Service Learning: Ecological Restoration (3)

**TOTAL CREDITS 12**

**Environmental Sustainability**
- ENV 215  Sustainability (3)
- ENV 236  Green Building (3)
- ENV 253  Environmental Economics (3)
- ENV 260  Introduction to Permaculture (3)

**TOTAL CREDITS 12**

**Horticulture**
- ENV 100  Physical Geography (3)
- ENV 220  Ecology and Systems Science (3)
- ENV 260  Introduction to Permaculture (3)
- ENV 342  Permaculture Design (3)

**TOTAL CREDITS 12**

**Sacred Ecology**
- ENV 245  Geography: Pilgrimage and Sacred Landscape (3)
- ENV 250  Nature, the Sacred and Contemplation (3)
- ENV 318  Deep Ecology (3)
- ENV 370  Ecopsychology (3) or
- ENV 238  Survival Skills (3)

**TOTAL CREDITS 12**

**GRADUATE STUDY**

**MA in Environmental Leadership**
The MA in Environmental Leadership prepares the next generation of innovative leaders to transform and guide communities and organizations toward an environmentally just and sustainable society. Employing an integrated, living-systems perspective and infused with insights from ecopsychology and contemplative traditions, the program offers a balance of theory, skills, inner development and experiential application. The two-year, 39-credit residential program is comprised of semester-long courses and an eight-day summer field course that includes a three-day wilderness solo. In the final year, students apply their leadership skills to a substantial project in collaboration with an organization or community group. Most classes are scheduled in the late afternoon and evening and on occasional weekends to accommodate working students.

**2010–11 ADMISSION REQUIREMENTS: MA ENVIRONMENTAL LEADERSHIP**
1. Standard graduate admission requirements (see p. 20)
2. Individual interview by phone or in person

**REQUIREMENTS: MA ENVIRONMENTAL LEADERSHIP**
First year, fall
- ENV 600  Inner Work for Environmental Leaders I (3)
- ENV 610  Groups as Living Systems: Matrixworks (3)
- ENV 630  Transforming Systems (3)

**SUBTOTAL 9**
First year, spring
ENV 635  Political Ecology for Global Environmental Leadership (3)
ENV 645  The New Science and its Cultural Applications (3)
ENV 650  Inner Work for Environmental Leaders II (3)
SUBTOTAL  9

First year, summer
ENV 665  Wilderness Solo (3)
SUBTOTAL  3

Second year, fall
ENV 705  Leadership Skills Seminar (3)
ENV 710  Sustainability: Policy and Practice (3)
ENV 725  Applied Environmental Leadership Project (3)
SUBTOTAL  9

Second year, spring
MAR 500e  Authentic Leadership (6)
ENV 785  Environmental Leadership Capstone Seminar (3)
SUBTOTAL  9
TOTAL CREDITS 39

MA Completion
This is a professional, skill-based degree, which does not require a thesis. Students are given two exams to determine competency in skills: one comprehensive written exam and one oral exam (in a unique Naropa tradition known as a "warrior exam") designed to help integrate one's intellectual and personal understanding of the material. Students demonstrate competency by completing documentation, presentation and formal assessment of their applied leadership project. Graduating students also receive an Authentic Leadership certificate from Naropa University’s Marpa Center for Business and Economics.

ENVIRONMENTAL STUDIES (ENV)
ENV 100
Physical Geography: Beholding the Body of the Earth (3)
Deepening our natural understanding of the earth as a living system, this course explores Gaia Theory and the new cosmology of the earth that is emerging in science. Within this framework we explore the formation of the earth—geomorphology and geophysiology—or one could say the “digestion,” “circulatory” and other systems of Gaia. This new vision in Western science can reawaken understanding and reconfirm our commitment and reciprocity with the earth. Required for entry into ENV major.

ENV 207
History of the Environmental Movement (3)
An examination of the history of the environmental movement from a U.S. and global perspective. Fundamental elements that inform and shape environmental movements around the world and the impact on people and their response are studied. Required for ENV majors.

ENV 215
Sustainability (3)
An introduction to the definitions and principles of sustainability, this course explores models and dimensions of sustainability in both the natural world and in human societies. Current examples of sustainable design and development in different parts of the world are offered to inspire students to “think sustainability” and to be alert to it in every aspect of their learning. Personal impact on the environment and personal sustainability are examined as aspects of developing a sustainable vision for the present and the future. Required for ENV majors.

ENV 220
Ecology and Systems Science (3)
This science course introduces students to the basic principles of ecology and natural cycles in the earth, soil, water, air and living systems. It also introduces the basic principles of systems theory. Students develop a strong foundation in basic ecology and systems thinking for the subsequent field science courses and applied courses in horticulture. Required for ENV majors. Prerequisite: ENV 100.

ENV 236
Green Building (3)
An introduction to green construction practices and design and a wide range of green technologies that contribute to sustainable living. The course includes practical hands-on experience and field trips.

ENV 238
Survival Skills (3)
This course introduces philosophical understanding of living in the natural world in its rhythms and seasonal cycles. Basic
wilderness survival skills are learned including making fire, building shelter; finding medicinal plants, hunting and tracking. Materials fee.

**ENV 245**

Geography: Pilgrimage and Sacred Landscape (3)

Religious and cultural worldviews play a significant role in shaping our understanding of and impact on the earth. Students explore the world through the lens of pilgrimage and sacred landscape. Geography is a discipline of storytelling of the earth. Thus, we engage in listening, reading, writing and telling stories to recall and awaken our connection with the earth. Required for entry into the ENV major.

**ENV 250**

Nature, the Sacred and Contemplation (3)

An exploration of the individual, cultural and contemplative dimensions of the human-nature relationship. It provides the contemplative tools of mindfulness meditation, sensory awareness exercises and other nature-based awareness practices in order for students to examine and refine their own experiences of nature and the sacred. A three-day residential retreat with a solo contemplative nature walk is a required part of the course. Course fee. Required for ENV majors.

**ENV 253**

Environmental Economics (3)

An examination of how conventional economic theory, as well as alternative economic theories, applies to natural resource use and the environment. Fundamental principles of economic relationship to natural resources, externalities, limits to economic growth, the trade-off between growth and the environment, globalization and global ecological issues are studied. Students learn tools of economic analysis and their application to environmental issues and problems.

**ENV 260**

Introduction to Permaculture (3)

This course introduces a core set of principles that help us to design human living environments that are increasingly self-sufficient while reducing our society’s reliance on industrial systems of production and distribution that are fundamentally damaging to the planet’s ecosystems. This design system known as Permaculture covers basic agro-ecological design theory. We explore this in a hands-on way while creating edible landscapes, diverse gardens, compost systems and growing food on the campus. This course also includes field trips and demonstrations. Materials fee. Required for ENV majors.

**ENV 302**

Environmental Pollution and Solutions (3)

An examination of the key issues of pollution in all of earth’s systems—air, water, soil, earth and human habitation. Students engage the key issues, understand the chemistry and explore the social dilemmas. This course particularly seeks to explore solutions, both technical and social. Students learn to become attentive monitors of pollution and creative problem-solvers in the context of community and governmental approaches to solutions. Required for ENV majors. Prerequisite: ENV 220.

**ENV 311**

Plant Ecology (3)

This field course introduces students to the principles of plant identification and the ecosystems of the Boulder region. Field trips are the central aspect of this class. We visit the diverse array of ecosystems of this region at various elevations. Students learn to read and understand the plant distribution patterns of this region. Prerequisite: ENV 220.

**ENV 318**

Deep Ecology (3)

This course serves as an exploration of the philosophical dimensions of the human-nature relationship. While Deep Ecology serves as the primary framework for this exploration, other approaches, such as ecofeminism and social ecology, are considered. Deep ecology alternatives for addressing ethical and ecological problems are examined along with options for effective and compassionate action. Required for ENV majors.

**ENV 321**

Geology (3)

This field course introduces students to the basic principles of geology through exploring the Front Range, and using the world class rock exposures found in this area. Students learn to identify rocks and minerals as well as landscapes shaped by steams, wind and glaciers. We study the vast expanse of geologic time in the context of the history of the Rocky Mountains. Field trips are a central part of this course. Prerequisite: ENV 220.

**ENV 342**

Permaculture Design (3)

This hands-on, applied course builds on the work of Introduction to Permaculture and examines mycology, orchard design, soil development, water management, natural pest management, crop rotation and other areas in the context of a variety of gardening models including permaculture and biodynamic farming. Students develop skills for sustainable food growing. The course also includes field trips and demonstrations. Materials fee. Prerequisite: ENV 260.
ENV 355
Environmental Justice (3)
An examination of contemporary issues of environmental justice/racism in the United States and throughout the world. The environmental justice movement is based on social justice/multicultural issues. Required for ES majors. Prerequisite: ENV 207.

ENV 357
Creating a Learning Community (noncredit)
This course provides support structures, allowing students to integrate further their academic and personal journey. Malidome Some defines community as “any group of people meeting with the intention to connect to the power within.” It is through the attentive and caring lens of others that we can come to truly know ourselves and be seen for who we are. Through community practices and engagement, action projects and activities, students have the opportunity to develop deeper relationships with their peers, share information and ideas, collaborate on projects and celebrate their journey together. ENV majors are required to successfully complete this course four times, (usually in the junior and senior years).

ENV 363
Indigenous Environmental Issues (3)
An exploration of the historical relationship between indigenous peoples and their environment in each of the ecosystems under consideration; change in the relationship as a result of European contact; modernization and development; and the current integration of these areas into the present global market economy. Prerequisite: ENV 355.

ENV 370
Ecopsychology (3)
This course highlights key theories and core practices associated with the emerging field of ecopsychology. A basic tenet of ecopsychology is that personal and planetary well-being is inseparable. The theory and practice of ecopsychology is directed toward enhancing the health of the human-nature relationship. The work of ecopsychology is to understand, heal and develop the psychological dimensions of the human-nature relationship through connecting with natural processes in the web of life.

ENV 399
Independent Study (1–4)
Recommended for students majoring in Environmental Studies. Best taken after required courses in this area.

ENV 420
Environmental Service Learning: Ecological Restoration (3)
This course requires students to apply their skills from classroom learning and to engage in hands-on environmental work while developing their leadership skills and contemplative approaches to environmental action. Students engage in real issues and learn through practical experience about environmental problem solving, community concerns and teamwork. In this service-learning team project, students engage with community partners in ecological restoration work in our community. Students are responsible for project planning and design, implementation and final presentation of outcomes to the community partners. Required for ENV majors.

ENV 480
Senior Project Course (3)
The Senior Project Course is a capstone project–based course in which students demonstrate their cumulative knowledge, skills and abilities in a specific environmental-based research or action project. Students meet in a course format and work independently and collectively on a research project. Students are expected to follow guidelines for the research project and meet specific course criteria. Required for ENV majors.

ENV 520e
Deep Ecology in Context (3)
This online course offers an introduction to deep ecology philosophy in historical and cultural contexts, including contemporary currents of thought such as ecopsychology, ecospirituality, systems thinking, bioregionalism and voluntary simplicity. Deep ecology alternatives for addressing ethical and ecological problems are examined along with options for effective and compassionate action. Required for MATP ECOC. Online fees apply.

ENV 565e
Ecopsychology (3)
Ecopsychology is concerned with human and ecological health, and proposes that the well-being of both is intimately linked. Ecopsychology places psychology in an ecological context and draws on psychological insight for effective and sustainable environmental action. This online course integrates academic, experiential and contemplative approaches in examining ecopsychological theory and practices. Required for MATP ECOC. Online fees apply.

ENV 600
Inner Work for Environmental Leaders I (3)
This course introduces mindfulness training through sitting and walking meditation as a ground for developing wakefulness and trust in ourselves and the phenomenal world, as well as nature-based ecopsychological practices that explore the relationship between nature, psyche and spirit. Emphasis is on bringing the nonduality of wilderness mind back home and applying it to our daily activities and relationships. Experiencing mind without analysis, reinforcement or rejection clears the way to relate directly with others and develop skills for a new kind of leadership. The course includes an introductory two-day retreat. Course fee. Required for EL MA.
ENV 610
Groups as Living Systems: Matrixworks (3)
This course introduces both the concepts and principles of groups as living systems and an experiential approach to working with groups based on the Matrix Leadership model. The course utilizes emerging new principles in science, spirituality and psychology to conceptualize and support the growth and development of healthy, high functioning groups, while meeting the needs of the individual. Students learn by experientially and analytically engaging the three stages of group life: inclusion, conflict and mutual connection. Students develop a number of key tools for generating and maintaining creative and functional groups that are applicable in any organizational or community setting. Required for EL MA.

ENV 615e
Ecology Concepts and Applications for Ecopsychology (3)
This online course reviews fundamental concepts in ecology and explores their relevance to ecopsychology. We explore organisms in their environment, population dynamics, community ecology, ecosystem dynamics and Gaia Theory. A field component involves natural history investigations in each student’s local bioregion. As a group, we develop a place-based perceptual ecology and inquire into the dynamic interrelationships between local ecology, global change and the human psyche. Required for MATP ECOC. Online fees apply.

ENV 630
Transforming Systems (3)
An introduction to general and living systems theory as an effective paradigm for engaging in change processes at different scales in both biological and social domains. Particular attention is given to how systems of all scales transform into new systems, leading to an exploration of environmental, social and cultural change processes. The course provides interwoven strands of information, theory and application from the sociocultural, ecological, spiritual, political, economic and personal/contemplative spheres. Theory is anchored in lived experience through personal and group work, field learning in the social and natural sciences and problem-solving. Required for EL MA.

ENV 635
Political Ecology for Global Environmental Leadership (3)
Political ecology is an interdisciplinary, nondualistic strategy for ecological justice and facilitating social change. Political ecologists view nature not as a neutral terrain outside of human history and social relations, but as geographically and historically specific; it shapes and is shaped by human desires, interests and actions. The course introduces students to a set of conceptual tools to analyze the political, economic and cultural contexts of natural resource use and management especially in the Third World. The class starts with traditional frameworks of political ecology and works through newer work reflecting engagements with culture, space, place, power, gender and race. Required for EL MA.

ENV 645
The New Science and Its Cultural Applications (3)
In a synthesis of the old and new visions in Western science, this course develops understanding of the new material emerging in science regarding the earth as a living system; examines cosmology and Gaian science, as well as key principles of geophysiology; and explores the significant cultural implications and applications. This material provides key tools and perspectives for environmental leaders, as well as insights useful for working with organizations and communities. Required for EL MA.

ENV 650
Inner Work for Environmental Leaders II (3)
A continuation of Inner Work for Environmental Leaders I. In addition to mindfulness training and nature-based ecopsychological practices, the course introduces specific practices of loving kindness and cultivating compassion in oneself and others (metta and tonglen from the Buddhist tradition) as essential tools for environmental practitioners. Topics include working with strong emotions, transformative approaches to conflict, effective communication with others and caring for the activist. This course includes a nonresidential weekend intensive. Course fee. Required for EL MA.

ENV 665
Wilderness Solo (3)
This eight-day wilderness camping retreat, which includes a three-day solo, is designed to mark a transition in the student’s program through an integration of learning, connections to land and place, and through a solo experience. In a context of solitude and deep connection with nature, the course seeks to integrate the first year of learning, assisting students in finding a path, clarifying responsibility in reciprocity with the earth, and illuminating the heart of service to the community. Community work and ritual surround and support this important solo experience. Must be taken in the summer between the first and second years of the program. Course fee. Required for EL MA.

ENV 705
Leadership Skills Seminar (3)
In this seminar, students study and gain hands-on experience in essential, traditional leadership skills. Theory and practical applications of conflict resolution, mediation and other selected skills are presented. Students develop their understanding through case studies and research, and learn and apply these skills in the class. Required for EL MA.
### ENV 710
**Sustainability: Policy and Practice (3)**
Sustainability has emerged as a potentially unifying paradigm for work that simultaneously fosters human and planetary well-being. Students study the historical origins, theoretical frameworks and tools associated with the three-legged view (economy, environment, society) of current sustainability policies and practices, and use case study methodologies to analyze and evaluate how sustainability policies and practices are being designed and implemented in a variety of organizations and communities. Students conduct an experiential exploration of the personal and spiritual dimension of sustainability practice. Required for EL MA.

### ENV 725
**Applied Environmental Leadership Project (3)**
Students are required to take a leadership role in a substantial project that leads to increased sustainability in an organizational or community setting. The project serves as demonstration of competence in the practical application of theory and skills learned in this degree program. This course is designed to support students through this process. Elements of project design and report writing are covered. Classes focus on coaching, feedback, analysis and presentation of the applied leadership projects. Required for and restricted to EL MA students.

### ENV 785
**Environmental Leadership Capstone Seminar (3)**
In this capstone course, the student is expected to synthesize and integrate the conceptual and theoretical knowledge and understanding as well as skills acquired in the curriculum through course work, internships, leadership development, research and other learning activities. The emphasis is on the student’s demonstrated development and competency of applied environmental leadership skills and written analytic material that can be utilized for individual student assessment and program assessment. Students are assessed on their professional report and formal presentation of their Applied Environmental Leadership Project during this semester. Prerequisite: completion of all other required courses in this major. Corequisite: simultaneous enrollment in MAR 500e. Required for and restricted to EL MA students. Course fee.

### ENV 887
**Extended Master’s Thesis/Project (0.5)**
Students who have not completed the thesis/project may qualify for extension of the master’s thesis semester. See Special Student Status. May be repeated. Credits from this class do not count toward graduation requirements.

### MARPA CENTER FOR BUSINESS AND ECONOMICS (MAR)
#### MAR 500e
**Authentic Leadership (6)**
Naropa University’s Authentic Leadership program is a transformative leadership course that integrates ancient wisdom with effective, modern approaches to management. The format encourages deep, personal learning in an environment that makes it possible to assimilate ideas and concepts at an accelerated pace. Executive coaching with experienced professionals is a central component. A wide variety of professionals from around the country attends this course along with Naropa students. Required for EL MA. Course fee.
“Surge like an ocean,
Don’t scatter yourself like a storm.
Life’s waters flow from the darkness.
Search the darkness, but don’t run from it.”

—Rumi, “Search the Darkness,” from Love Is a Stranger

Allen Repko in *Interdisciplinary Research: Process and Theory* (Sage Publications, 2008) defines interdisciplinary studies as “a process of answering a question, solving a problem, or addressing a topic that is too broad or complex to be dealt with adequately by a single discipline and draws on disciplinary perspectives and integrates their insights to produce a more comprehensive understanding or cognitive advancement.” The department offers a Bachelor of Arts degree in Interdisciplinary Studies and a minor in Gender and Women’s Studies.
UNDERGRADUATE STUDY
BA in Interdisciplinary Studies
The Interdisciplinary Studies major provides a creative and challenging invitation for students to design a unique major exceeding the scope of a single perspective. Students begin the program by taking the required Interdisciplinary Studies Gateway Seminar, which surveys the history of disciplines and how they constitute major and minor degree programs. This gateway course then turns to study the various disciplines as they are constituted at Naropa. With this background, students work with an advisor, their peers, the Gateway Seminar instructor and two mentors to design a unique focus of study within two or three disciplines called a Learning Agreement. This approach ensures that students bring an informed, interdisciplinary and committed perspective to designing their Learning Agreement. The Advanced INTD Research Seminar (INTD 380) fosters interdisciplinary research methods by providing students with skills necessary for work in their chosen areas of study and across the disciplines. Students are required to take two Special Topics courses in interdisciplinary studies (INTD 490). The final component of the program is the Capstone Seminar (INTD 480) taken in the final semester and designed to guide students through their senior thesis and portfolio.

Declaration of Major
In addition to adhering to university requirements and deadlines (p. 56), Interdisciplinary Studies requires
• a meeting with the department chair or attendance in the Gateway Seminar (INTD 301);
• thirty credits accumulated or in progress.

BA students may not declare the major in Interdisciplinary Studies after they have completed 90 credit hours.

REQUIREMENTS:
BA INTERDISCIPLINARY STUDIES
• Approval by the chair of Interdisciplinary Studies of a Learning Agreement outlining the student’s focused, achievable, individualized program.
• Students will design their Learning Agreement for a BA in Interdisciplinary Studies in the Gateway Seminar.
• Sixty credits generally earned at 300-level classes and above. These credits will be accumulated by completing the courses listed in the student’s approved Learning Agreement, and will include credits earned from the required Gateway Seminar (INTD 301), Advanced INTD Research Seminar (INTD 380), 6 credits of Special Topics (INTD 490) and Capstone Seminar (INTD 480).
• Course work to be applied to the major may include up to 9 credit hours of independent study and 6 credit hours of transfer and/or consortium credits.*
• Interdisciplinary Studies students must attend the Gateway and Capstone semesters, Special Topics and Advanced Research courses in residence.

* Note: This does not constitute an increase in the total number of transfer credits allowed. A maximum of 60 transfer credits will be accepted.

Learning Agreement
The Learning Agreement is an intensive investigation into the areas of academic interest. The student will be guided through this investigation by a careful consideration and interaction with the professor teaching the Gateway Seminar. In order to reflect the interdisciplinary nature of the Bachelor of Arts program, the Learning Agreement must incorporate disciplines from at least two but no more than three of the BA programs offered at Naropa. Students must select a minimum of 12 credit hours at the 300-level or above from each BA program’s list of required courses, provided in the course catalog. This is to ensure that they receive basic fluency, literacy and methodology for each discipline.

100–200 level courses are intended for first- and second-year students. In some departments, courses are developmental and cumulative in skill advancement (e.g. Visual Arts, Music, Performing Arts, Traditional Eastern Arts). In some cases, 100 and 200 level courses are acceptable to fulfill the 12-credit hour requirement for each discipline.

Minor in Gender and Women’s Studies
Gender and women’s studies is an inherently interdisciplinary exploration into both academic and experiential understandings of the ways in which gender permeates fields of study as structured at Naropa University. Through critical analysis of the intersections of gender and women’s studies with issues including race, class, religion, sexual orientation and culture, students are able to cultivate a contemplative awareness of their relationship with globally interwoven social structures. The Gender and Women’s Studies minor prepares students to envision and create a world free from gender oppression.

Required Courses
INTD 210  Introduction to Gender and Women’s Studies (3)
INTD 301  Feminist and Queer Methods of Inquiry (3)
SUBTOTAL  6

Emphasis Electives
Choose 6 credits from the following:
PAX 415  Women, Feminism and Peacemaking (3)
REL 212  Feminism, Queer Theory and Religion (3)
REL 334  Hindu Yoga-Tantra (3)
WRI 340  Literature Seminar: Women Writers, Open Texts (3)
WRI 365  Reading and Writing: Experimental Women Writers (3)
WRI 436  Trends in Contemporary Literature: Introduction to Feminist Theory (3)

SUBTOTAL  6
TOTAL CREDITS 12

INTERDISCIPLINARY STUDIES COURSES
Undergraduate
200–299 intended for first-year and second-year students
300–399 intended for juniors and seniors
400–499 intended primarily for seniors

INTERDISCIPLINARY STUDIES (INTD)
INTD 210  Introduction to Gender and Women’s Studies (3)
Gender and women’s studies begins with Hanisch’s premise that “the personal is political” as a means of thinking about personal issues as broader political and structural issues, resulting in various levels of privilege and oppression. We investigate “first wave” feminism, second wave concerns and critiques, and third wave ideologies and queer theories. We examine the constructed nature of gender and identity via historical, theoretical and cross-cultural texts to develop conscious approaches to thinking about the intersections of race, sexuality and class. In addition, the course seeks to sharpen students’ critical awareness of how gender operates in cultural contexts and in our own lives in order to participate in social change. We read a diverse group of historical and contemporary feminist and queer writers, activists and theorists.

INTD 301  The Gateway Seminar (3)
The required Gateway Seminar in the Interdisciplinary Studies program surveys the history of disciplines as they are studied in colleges and universities. These disciplines, humanities, psychology, religious studies, fine arts, etc., traditionally constitute what becomes a student’s major and minor degree program. From that vantage point, the Gateway Seminar then turns to study the various disciplines as they are constituted at Naropa. With this background, students then choose their INTD mentors and create their Learning Agreement, which is the template for their own program in Interdisciplinary Studies. This approach ensures that students bring an informed and educated perspective to their unique focus. This course is a prerequisite to INTD program of studies. It enables students to decide if this major is best for them.
INTD 310
Feminist and Queer Methods of Inquiry (3)
Feminist and queer scholarship informs methods of information gathering and distribution. Feminist and queer scholarship challenges philosophies of science and how science has begun to address these challenges. We then examine how feminist, queer and contemplative ways of knowing can inform the research process and explore postcolonial, diasporic and critical race perspectives on feminist epistemology. Students take a contemplative tour through diverse methods of inquiry, including but not limited to memoir, observation, participant observation, archival research and experimentation. Through personal reflection and observation of gender in the world, students create diverse work products that both bear witness to gender in the everyday world and stand in resistance to oppressive power structures.

INTD 380
Advanced INTD Research Seminar (3)
This course aims to foster interdisciplinary research methods by providing students with skills necessary for work in their chosen areas of study, through a critical comparative examination of the practices, protocols, theories and methods of education within a discipline as these have developed intellectually and institutionally over the past several centuries. In systematically comparing the methods and rhetorical strategies of different disciplines, and focusing upon the history of modern educational practices, the course develops critical thinking and research skills essential to laying a foundation for work during the subsequent thesis-writing semester. At the same time, the seminar fosters the community-building work of Interdisciplinary Studies as a contemplative forum for the discussion of broad academic issues confronting university education today.

INTD 480
The Capstone Seminar (3)
The final component of the Bachelor of Arts program, the Capstone Seminar is designed to guide students through their senior thesis, a scholarly paper with annotated bibliography, and a portfolio of course work that reflects the student’s cumulative knowledge at the end of the degree program. This thesis is evaluated by two mentors from the student’s chosen fields of study, as well as by the chair of Interdisciplinary Studies. Prerequisite: INTD 301. Open to INTD majors only.

INTD 490
Special Topics (3)
The Special Topics Seminar investigates the application of theories and methods of interdisciplinarity to specific historical, critical and theoretical issues and problems. Specific topics are announced each semester and are generated by the students.
At Naropa University, the practice of music encompasses the whole musician: the ear and its sensitivity to pitch and rhythm, the intellect and the intricacies of music theory, the body and technical demands of playing an instrument, and the contemplative and expressive world of the heart. The study of music history, jazz and world music traditions gives students an appreciation of the richness of the world's music heritage. Our goal is to make music that is a force for positive change in the world.

The Department of Music offers a Bachelor of Arts in Music, as well as a minor and certificate program in Music.

“...that’s where the music has to be—on the edge—in between the known and the unknown…”
—Steve Lacy
UNDERGRADUATE STUDY

BA in Music

Students are free to make the music that is most meaningful to them without restrictions on genre or style. Training includes performance, harmonic analysis, aural and rhythmic acuity, theory, history and multicultural perspectives on musical traditions. Creativity is grounded in the practice of improvisation—making music in the moment—and extends to the craft of composition, recording and innovative uses of music technology.

Declaration of Major

In addition to adhering to university requirements and deadlines (p. 56), Music requires the completion of MUS 250 with a grade of "B-" or higher; the completion of MUS 200 with a grade of "B-" or higher; the completion of the Declaration Passage with a grade of "Pass."

REQUIREMENTS: BA MUSIC

MUS 200  Musicianship I (3)
MUS 210  Musicianship II (3)
MUS 220  Declaration Passage (noncredit)
MUS 250  Music Appreciation (3)
MUS 280  Recording Studio I: Introduction to Music Technology (3)
MUS 330  Junior Passage (noncredit)
MUS 360  Musicianship III (3)
MUS 370  Musicianship IV (3)

MUS 397  Private Music Lessons (8–9, as needed)
MUS 470  Capstone Passage (noncredit)
MUS 485  Senior Project (1)
SUBTOTAL  27–28

Choose one of the following:
MUS 255  Introduction to World Music: The Music of Japan (3)
MUS 255  Introduction to World Music: The Music of India (3)
MUS 260  Listening to Jazz (3)

Choose one of the following:
MUS 355  Radio Naropa (3)
MUS 380  Recording Studio II: Technology and Creativity (3)
MUS 400  Composition (3)
MUS 490  Special Topics in Music (3)
PFA 311  Performance Practicum: Building Together from the Ground Up (3)

Choose one of the following:
MUS 103  Afro-Pop Ensemble (3)
MUS 110  African Marimba Ensemble (2)
MUS 208  Naropa Chorus (3)
MUS 215  Rhythm Hemispheres: World Percussion Traditions (3)
MUS 225  Balinese Gamelan Orchestra (2)
MUS 265  Jazz Ensemble (2)
MUS 268  Indian Classical Ensemble (3)
MUS 270  Guitar Ensemble (2)

**TOTAL CREDITS 36**

**Minor in Music**

Choose one basic skills course:
- MUS 200  Musicianship I (3)
- MUS 360  Musicianship III (3)

Choose one creative process course:
- MUS 230  Improvisation (3)
- MUS 400  Composition (3)

Choose one history course:
- MUS 250  Music Appreciation (3)
- MUS 255  Introduction to World Music (3)
- MUS 260  Listening to Jazz (3)

Choose one performance ensemble course:
- MUS 103  Afro-Pop Ensemble (3)
- MUS 110  African Marimba Ensemble (2)
- MUS 208  Naropa Chorus (3)
- MUS 215  Rhythm Hemispheres: World Percussion Traditions (3)
- MUS 265  Jazz Ensemble (2)
- MUS 268  Indian Classical Ensemble (3)
- MUS 270  Guitar Ensemble (2)
- MUS 397  Private Music Lessons (1 credit as needed)

**TOTAL CREDITS 12**

**Certificate Program in Music**

MUS 200  Musicianship I (3)
MUS 250  Music Appreciation (3)
MUS 360, 370  Musicianship III, IV (6)
MUS 397  Private Music Lessons (2)
Music Elective (3)

**TOTAL MUSIC CREDITS 17**

**ELECTIVE CREDITS 13**

**TOTAL CREDITS 30**

**MUSIC COURSES**

**Undergraduate**
- 100–199 introductory courses open to all students
- 200–299 intended for first-year and second-year students
- 300–399 intended for juniors and seniors
- 400–499 intended primarily for seniors

**Graduate**
- 500–599 graduate-level electives and introductory courses

**MUSIC (MUS)**

**MUS 103  Afro-Pop Ensemble (3)**
From jiti to jitjive, this ensemble learns and performs contemporary popular music of Africa. Precise rhythms and lively singing are the backbone of the ensemble. All instruments are welcome, and there's plenty of room for those who don't play a standard Western instrument. Come with enthusiasm and be prepared to sing.

**MUS 110  African Marimba Ensemble (2)**
This ensemble class focuses on the exciting, interlocking rhythms and melodies played by the Shona people of Zimbabwe. The ensemble consists of seven marimbas (three sopranos, two tenors, baritone and the giant bass) along with drums and other percussion. The class is primarily hands-on, learning music in a community setting, but students also explore the rich cultural tradition and history of the Shona people and compare the music of Zimbabwe with other xylophone traditions in Africa and throughout the world. No previous musical experience is necessary.

**MUS 200  Musicianship I (3)**
Training in skills necessary for the performance of many types of music including classical, jazz, folk and popular styles. Through games, exercises, theoretical analysis, improvisation and composition, students develop rhythmic precision, aural skills and an understanding of the basic principles of music theory. Topics include intervals, major and minor scales, key signatures, meter and notation.

**MUS 208  Naropa Chorus (3)**
In an atmosphere of discovery and experimentation, students explore three basic themes: body awareness, voice control and performance. Using music from all periods of history (Medieval, Renaissance, Baroque, classical, folk, pop, jazz, world and contemporary), students learn how to breathe freely, stand and move dynamically, and sing in many styles and voice qualities with comfort and confidence. Participants must be able to carry a tune. The ability to read music is helpful, but not essential. The aim of the class is to learn how your voice actually works, how to use your whole self while singing and to apply this knowledge and awareness to various vocal styles in performance.

**MUS 210  Musicianship II (3)**
A continuation of MUS 200. Additional topics include four-part writing, the modes, harmonic analysis and seventh chords. Prerequisite: MUS 200 or its equivalent.
MUS 215
Rhythm Hemispheres: World Percussion Traditions (3)
Introduction to a wide scope of musical traditions as embodied in the study of percussion. The course covers World percussive traditions, including African, Asian, Indian, South American, North American and European traditions from a variety of periods of music history. Different traditions and periods are covered from year to year. The ability to read music is helpful, but not essential.

MUS 220
Declaration Passage (noncredit)
The Declaration Passage is a scheduled meeting between the student, a chosen faculty from the Music Department and the chair of the Music Department in order for the student to officially declare a major in Music.

MUS 225
Balinese Gamelan Orchestra (2)
This class provides an introduction to the traditional music of Bali using Naropa University’s Gamelan Orchestra. Gamelan is a musical form dominated by percussion instruments similar to the xylophone, as well as drums, gong, cymbals, Gamelan flutes and voice. Gamelan is often used to accompany dance, theater or puppetry. The Gamelan Orchestra appears in concert at the end of each semester. No previous experience is required.

MUS 230
Improvisation (3)
Improvisation is the disciplined practice of awareness, precision and generosity. Through open playing, exercises and simple composition, students explore various means of individual and group creativity. In this class, we learn by doing.

MUS 250
Music Appreciation: Music of the Old World, the New World and Beyond (3)
An introduction to the sound of the world through the music of many cultures. Students gain a basic understanding of music history and theory, and an appreciation of the wisdom and beauty of music from a multicultural perspective. A comparative introduction to basic musical principles including rhythm, melody, harmony, notation and instrumentation from the perspectives of China, Japan, the United States, Europe and Africa. This course offers students insight into our human heritage through a broad overview of human music making. Open to all students.

MUS 255/555
Introduction to World Music: The Music of Japan (3)
The music of Japan features a tradition of musical preservation and evolution spanning more than a thousand years. This course uses the combination of the universal experience of music and the unique characteristics of specific musical traditions as its starting point. It aims at musical appreciation and enjoyment through the discovery of the practice and preservation of musical traditions ranging from prehistoric to folk and classical on such instruments as the shakuhachi (traditional bamboo flute), shamisen (three-string lute) and koto (thirteen-string zither). No previous experience in music is required. Alternates with Introduction to World Music: The Music of India.

MUS 260
Listening to Jazz (3)
Open to all students, this class examines the multifaceted traditions of jazz, arguably the most significant musical development of the twentieth century. Through readings and by listening to recorded examples and to live music, students explore the cultural and artistic elements of this richly expressive musical form.

MUS 265/535
Jazz Ensemble (2)
Jazz performance ranges from the complex compositions and arrangements of Duke Ellington to the colorfully expressive “free jazz” of Ornette Coleman. The Naropa Jazz Ensemble explores many aspects of jazz including improvisation and student composition, with emphasis on the arrangement and rehearsal of music for a performance at the end of the term. Students audition with the instructor on the first day of class.

MUS 268
Indian Classical Ensemble (3)
An ensemble course offered to instrumentalists and vocalists interested in exposure to music from the Indian classical tradition. The focus is on multi-instrumental works that allow for a broad range of instruments (including singers), accommodating unique timbres and ranges. Students learn the different elements that make up a “raga” performance such as alap, jor, tans and tal while learning compositions and developing improvisational skills. Following Indian classical tradition, the music is transmitted orally.
from teacher to student. Because of the challenging nature of Indian classical music, students should be fluid on their instrument. Indian instruments are also welcome.

**MUS 270**  
**Guitar Ensemble (2)**  
The scope of the Guitar Ensemble ranges from the complex compositions and arrangements of such groups as the League of Crafty Guitarists and the LA Guitar Quartet to expressive and free improv ensembles inspired by legends such as Derek Bailey and Fred Frith, with explorations of the landscapes between these extremes: The Assad Brothers and The Guitar Trio (McLaughlin/Dimeola/deLucia). The Naropa Guitar Ensemble explores many aspects of guitar performance including improvisation and student composition, with emphasis on the arrangement and rehearsal of music for a performance at the end of the semester. Each student auditions on the first day of class to clarify each participant’s intention.

**MUS 280/580**  
**Recording Studio I: Introduction to Music Technology (3)**  
In this class we develop an understanding of the basic principles of acoustics and electronics as they pertain to sound transmission and recording. Of particular concern is the hands-on use of microphones, signal and dynamic processors and multitrack recording equipment both as creative and archival tools. We also gain practical experience through group and individual recording projects that explore the technical differences between analog and digital recording and their respective techniques. Prior recording or music experience, though helpful, is not required.

**MUS 330**  
**Junior Passage (noncredit)**  
The Junior Passage is completed in the first semester of the junior year. It is an informal meeting between a student, a chosen faculty from the Music Department and no more than two student peers who sit in support.

**MUS 355**  
**Radio Naropa (3)**  
Radio Naropa creates a bridge between the Naropa community and KGUN public radio. Students individually DJ a live broadcast and collaboratively produce three shows at KGUN studios in Boulder. The class also covers the social, political and artistic history of radio with a focus on the development of individual and collaborative creative processes and civic engagement. Open to juniors and seniors only. Course fee.

**MUS 360**  
**Musicianship III (3)**  
Intensive musical training sessions involving sight-singing, musical dictation, rhythmic exercises (using rhythms from India, Africa, Brazil and Cuba, jazz, rock and contemporary classical music) and the study of harmony as used in classical, jazz and pop music. Prerequisite: MUS 210 or equivalent.

**MUS 370**  
**Musicianship IV (3)**  
A continuation of MUS 360. Prerequisite: MUS 360 or its equivalent.

**MUS 380**  
**Recording Studio II: Technology and Creativity (3)**  
Students explore and experiment with the tools of the recording studio and their role in the creative process. Advanced recording and studio techniques are applied. Particular emphasis is given to the use of signal processing (equalization and effects) and digital editing and the creative opportunities provided by these technologies. Group and individual projects are the means through which we foster creativity and its evolution. Prerequisite: MUS 280.

**MUS 397/597**  
**Private Music Lessons (0.5–4)**  
Restrictions apply as to who may take private music lessons for credit. See Private Music Lesson Policy on page 48.

**MUS 400**  
**Composition (3)**  
The content and direction of this course is determined largely by the interests of those enrolled. Alone and together, we explore a variety of unconventional approaches to composition, helping each other diversify as we go. Possible avenues include multitrack recording techniques, alternative intonation systems and composing for dance, theater and film. Knowledge of conventional music theory and notation and skill on particular instruments is welcome, but not required.

**MUS 470**  
**Capstone Passage (noncredit)**  
The Capstone Passage is the accumulation of the work and process of the Naropa graduate. A final and slightly more formal interview between the student, department chair and a chosen Music Department faculty assesses the growth of the student over the course of his or her time at Naropa, the execution of final work, and offers guidance and support for the student’s next life adventure.
MUS 485
Senior Project (1)
Senior Project represents the fruition of a student’s work at Naropa and affords students the opportunity to successfully demonstrate the learning objectives of the Music program. Students independently design and execute a performance, recording or other creative project that incorporates vital elements of musicianship and creativity acquired in their training at Naropa. Elements include selecting, arranging or composing the works to be presented; assembling and rehearsing a performance ensemble; lighting and sound design; publicity and other aspects of performance; recording and/or scholarship. This course is geared specifically toward offering students an opportunity to present their creative vision and to provide students with a benchmark in their development as musicians in the world beyond the university. Open to Music majors only.

MUS 490
Special Topics in Music (3)
The Special Topics Seminar investigates specific applications of theories and methods of music not offered in other courses. Specific topics are announced the semester this course is offered. The seminar is open to advanced undergraduate students.

MUS 499
Independent Study (1–3)
In spite of the persistent and pervasive violence of recent world history—two world wars, regional wars, innumerable small-scale wars, ethnic cleansing—some of the most creative experiments in peacemaking and reconciliation have also been carried out in the last one hundred or so years. We now possess a vast body of scholarly literature on peaceful means of resolving conflicts and the strategies and tactics of nonviolent resistance. The works of historians, political scientists, sociologists, anthropologists and economists are especially relevant here. So also are the writings of religiously and spiritually inspired leaders. We also have hundreds and thousands of citizen-led groups working for global peace. The worldwide applications of nonviolence and the advances we have made in recent years in the area of conflict resolution are deserving of focused study, especially by persons engaged in contemplative education.

Drawing upon a multiplicity of academic disciplines, the Peace Studies Department offers a Bachelor of Arts degree in Peace Studies, as well as a minor in Peace Studies. The department’s courses take seriously the view that peace can best occur when self and society, the inner and the outer; the personal and the political are explored holistically.

“For as long as space endures, 
And for as long as living beings remain, 
Until then may I, too, abide 
To dispel the misery of the world.”

—Santideva, eighth-century Indian Buddhist scholar
UNDERGRADUATE STUDY
BA in Peace Studies
The 33-credit major in Peace Studies is founded on the belief that peace can best occur when the self and society, inner and outer, the personal and the political are explored holistically, recognizing their links to one another. At the heart of the Peace Studies curriculum, spiritual disciplines and contemplative practices nurture the inner being, helping students prepare for work in society.

The Peace Studies major consists of four distinct though related areas of study: History and Politics of Social Change, Theory and Practice of Peacemaking, the Arts in Peacemaking, and Engaged Learning.

Declaration of Major
In addition to adhering to university requirements and deadlines (p. 56), Peace Studies requires a meeting with the department chair.

REQUIREMENTS: BA PEACE STUDIES
Prerequisite or Equivalent
PAX 250 Introduction to Peace Studies (3)

Required Courses
PAX 335 Nonviolence in and through History (3)
PAX 340 Conflict and Peacebuilding (3)
SUBTOTAL 6

History and Politics of Social Change
Students explore the roots of violence in a variety of historical and cultural settings—and, most importantly, the many methods for achieving reconciliation. In the process they gather deeper meanings of conflict, peace, forgiveness, reconciliation, resistance and justice. Human rights, consumerism, the environment and democracy are among the subthemes of this area of inquiry.

Choose 3 credits from section A:
A. International Human Rights, Consumerism and Environment
PAX 330 Issues of Global Poverty (3)
PAX 415 Women, Feminism and Peacemaking (3)
Choose 3 credits from section B:
B. Human Rights and Democracy in the United States of America

PAX 325  Twentieth-Century African American Thinkers (3)
PAX 410  Democracy in the United States of America, 1919–68 (3)

SUBTOTAL  6

Theory and Practice of Peacemaking
Peacemakers from diverse backgrounds have developed tools for transforming society and themselves. Students study and practice these instruments for waging peace. Courses cover themes including contemplation and action in the lives of major peacemakers, models for social action and skillful means.

A. Contemplation and Action in the Lives of Major Peacemakers
PAX 430  Gandhi, Dorothy Day and Malcolm X: The Quest for Personal and Social Transformation (3)

B. Skillful Means for Peacemakers
PAX 345  Conflict Transformation through Dialogue (3)

SUBTOTAL  6

The Arts in Peacemaking
The arts are a key tool in furthering the cause of human liberation. The contributions of poets, painters, muralists, photographers, filmmakers, playwrights, dancers and musicians have been indispensable in mobilizing people into nonviolent resistance. Students explore how artists have sustained movements of social change and advanced the process of reconciliation and healing. Courses delve into all areas of the arts—visual, verbal, performing—and encourage appreciation of and participation in our rich artistic heritage.

A. Art, Artists and Social Change
PAX 233  The Socially Engaged Imagination (3)

B. Art, Artists and Deepening Consciousness
ART 380  The Cinema of Exile and Diaspora (3)

SUBTOTAL  6

Engaged Learning
The academic study of peacemaking is only a part of the students’ learning in the Peace Studies major. Internships and community-based course work—collaborative endeavors among students, faculty and local, regional, national and international agencies—constitute the experiential learning feature of the BA in Peace Studies.

A. Internship
PAX 450  Internship (3)

Choose 3 credits from section B:
B. Community-Based Learning
COR 205  Orientation Leadership Training (3)
EDU 352  Poverty Matters (3)
MUS 355  Radio Naropa (3)
WRI 481  Project Outreach (3)

SUBTOTAL  6

Senior Project
The senior project builds upon every facet of the student’s work at Naropa—course work, internship, community-based learning, world wisdom traditions and contemplative practices. Students are encouraged to design senior projects that include self-reflection and inquiry, creativity and scholarship, and the intention to serve a specific community. The project requires both sustained independent work and collaboration, as students read and research, meet in pairs and small groups, conduct interviews in the community and receive feedback from faculty mentors. The outcomes vary—publication, performance, building organizational capacity and other forms of public work. Students complete the departmental portfolio as part of their senior projects, which culminate in celebratory presentations to the community. Family and friends who are visiting Boulder for graduation festivities are invited to these final presentations.

PAX 480  Senior Project (3)

SUBTOTAL  3

TOTAL CREDITS 33

Minor in Peace Studies
Required Course
PAX 250  Introduction to Peace Studies (3)

SUBTOTAL  3

Choose 3 credits from the following:
PAX 335  Nonviolence in and through History (3)
PAX 340  Conflict and Peacebuilding (3)

SUBTOTAL  3

History and Politics of Social Change
Choose 3 credits from the following:
PAX 325  Twentieth-Century African American Thinkers (3)
PAX 410  Democracy in the United States of America, 1919–68 (3)
PAX 415  Women, Feminism and Peacemaking (3)

SUBTOTAL  3
Theory and Practice of Peacemaking
Choose 3 credits from the following:
PAX 345  Conflict Transformation through Dialogue (3)
PAX 430  Gandhi, Dorothy Day, and Malcolm X: The Quest for Personal and Social Transformation (3)

SUBTOTAL  3
TOTAL CREDITS 12

PEACE STUDIES COURSES
Undergraduate
200–299 intended for first-year and second-year students
300–399 intended for juniors and seniors
400–499 intended primarily for seniors

PEACE STUDIES (PAX)
PAX 225
The Life and Thought of Gandhi (3)
Mohandas Gandhi treated life as an indivisible whole. He regarded the personal and the public, the religious and the political as fundamentally interrelated aspects of his existence. This course examines the interplay between the life of social activism and the political thought of Gandhi. It explores a series of personal and social experiments he conducted to make self and society. His perspectives on religion, freedom, nonviolence and women are among the issues we closely examine. Wherever possible, we seek appropriate lessons from his life for our time.

PAX 233
The Socially Engaged Imagination (3)
This course explores the role of the imagination in nonviolent social change initiatives. We read and discuss imaginative representations of social conflicts, noticing what happens in us and through us, individually and collectively. Moving back and forth between reading and writing, we investigate how texts speak to us and how to “speak back” through writing. Readings range from Chinua Achebe, James Baldwin and Gabriel Garcia Marquez to Ursula K. LeGuin, Rebecca Solnit and Alice Walker: While turning our attention to the politics of the imagination at home and far away, we create a collaborative, participatory learning community.

PAX 250
Introduction to Peace Studies (3)
The twentieth century witnessed both horrendous violence as well as major experiments in peacemaking. Along the way, our understanding of the causes of war, violence and the peaceful resolution of conflicts has matured. This course explores the sources of violence and the ways of creating enduring peace in individual as well as social relations.

PAX 253
Women and the Expansion of Democracy (3)
Black women played a critical role in the centuries-long African American resistance movement for freedom and equality. They demonstrated phenomenal organizational abilities and provided crucial behind-the-scenes support and leadership. Women were the midwives to the American revolution of the middle years of the twentieth century. This course examines the contribution of African American women in gaining fundamental human rights for persons of African descent. The lives of some of the major women participants such as Ella Baker, Septima Clark, Jo Ann Gibson Robinson and Fannie Lou Hamer will be the pathway to our exploration of the significance of their role.

PAX 325
Twentieth-Century African American Thinkers (3)
From the earliest times, the people of African descent in this country have resisted oppression in a myriad of ways. In their relentless struggle for freedom, African Americans have broadened and deepened the meaning of democracy. In pressing the nation to be more open and just, they have contributed richly to the corpus of modern political and social thought. Their contribution to the expansion of democracy is a major piece of U.S. history. This course explores the meaning of African American thought through the primary writings of thinker-activists such as Frederick Douglass, Booker T. Washington, W. E. B. DuBois, Howard Thurman, Martin Luther King Jr., John Lewis and Andrew Young.

PAX 330
Issues of Global Poverty (3)
This course introduces students to the key theoretical perspectives on development and some of the major themes of world poverty. Causes of poverty are explored in the context of the development models which nations have pursued in the last hundred or more years. An important aim here is to raise consciousness about the extent of poverty globally, including the United States of America. We examine ways of ameliorating the worst effects of poverty. Equally, this course explores principled and practical lifestyle alternatives for a just and equitable world economic order.

PAX 335
Nonviolence in and through History (3)
We now have a rich record of creative experiments in the application of the laws of love and self-suffering in personal and societal change. Though not yet a fully developed art-science form, active nonviolence provides us with alternatives to war and violence that merit attention. This course explores the religious and philosophical foundations of nonviolence, and it examines the essential elements of the theory and practice of nonviolence in movements for social change.
Conflict and Peacebuilding (3)
This course examines the multiple and interrelated causes of conflict and approaches to peacebuilding across cultures. The focus varies from semester to semester but may include citizen diplomacy, human rights, humanitarian assistance, the role of the media in peacebuilding and peacebuilding after genocide and mass violence. Students also build practical skills through mediation training.

Conflict Transformation through Dialogue (3)
This course explores the theory and practice of dialogue, “the art of thinking together.” We investigate experiments in dialogue at the local, national and international level while paying close attention to the art of inner dialogue and small group dialogue inside and outside of class. We examine assumptions about conflict, the potency of cultural and religious differences in conflict, the complexities of intervention and the possibility of transformation. Students receive training in restorative justice and practical experience in conducting and facilitating dialogue.

Democracy in the United States of America, 1919–1968 (3)
The promise of freedom that lay at the heart of the American Revolution remained essentially unfulfilled for generations. For too long the nation ignored its high ideals thus denying millions of women and men their fundamental citizenship rights. The forgotten millions pressed forward insisting on transforming this nation’s institutions and structures. This course examines the struggles of several significant twentieth-century social change movements that helped to create a more democratic and open nation.

Women, Feminism and Peacemaking (3)
This course investigates the impact of war and violence on women and efforts being made locally and internationally to educate, empower and organize women as peacemakers. Through readings, films, guest presentations and student projects, students explore the challenges and opportunities in building alliances across differences. Topics include feminist perspectives on globalization, human rights, race, class, curiosity, leadership and peacemaking.

Gandhi, Dorothy Day and Malcolm X: The Quest for Personal and Social Transformation (3)
Mohandas Gandhi, Dorothy Day and Malcolm X recognized that their capacity to bring about social change was tied to their ability to change themselves. Gandhi worked out his vision of a compassionate society through explorations of the Bhagavad Gita and the writings of Tolstoy and Ruskin. For Day, the way for the “building of a new world within the shell of the old” opened when she met Peter Maurin. Malcolm X’s vision of racial harmony and reconciliation emerged in his post-Mecca months. This course explores the link each saw between personal and social transformation and how they changed themselves and their worlds.

Internship (3)
The internship provides students with opportunities to deepen their understanding of the practical means of working for social change. A Peace Studies faculty advisor works with each student to locate a placement that matches the student’s interests. Examples of appropriate placements include the Boulder County Aids Project, Boulder Shelter for the Homeless, Facing History and Ourselves, PeaceJam, the Rocky Mountain Peace and Justice Center, the Rocky Mountain Survivor’s Center, KGNU Radio, MESA (Moving to End Sexual Violence), Restorative Solutions, Longmont Community Justice Partnership, the Buddhist Coalition for Bodhisattva Activity, Regis University’s Institute on the Common Good, the Safehouse Progressive Alliance for Nonviolence, Pax Christi, the American Friends Service, Rights for All People and the Urgent Action Fund for Women’s Human Rights.

Senior Project (3)
The senior project builds upon every facet of the student’s work at Naropa—course work, internship, community-based learning, world wisdom traditions and contemplative practices. We encourage students to design senior projects that include self-reflection and inquiry, creativity and scholarship, and the intention to serve a specific community. The project requires both sustained independent work and collaboration, as students read and research, meet in pairs and small groups, conduct interviews in the community and receive feedback from faculty mentors. The outcomes vary—publication, performance, building organizational capacity, and other forms of public work. Students complete the departmental portfolio as part of their senior projects, which culminate in celebratory presentations to the community. Family and friends who are visiting Boulder for graduation festivities are invited to these final presentations.

Martin Luther King Jr. and the Search for the Beloved Community (3)
The 1955–56 Montgomery Bus Boycott brought to the fore a leader of immense distinction in Martin Luther King Jr., and it opened the way for the creation of the mass-based Southern Nonviolent Freedom Movement. The new leadership and the new energy that came forth not only quickened the pace for large-scale political change, but also gave birth to the vision of the “Beloved Community.” This course explores the ways in which King and his associates in the South-based, Black-led Freedom Movement sought to make whole the nation’s broken community by transcending barriers of race, religion, class and ethnicity.
“I believe that an artist is nothing other than the receptacle of grace, the tool of a higher force, a force which is not to be found outside ourselves but which governs us from within and compels us to serve.”

—Alfred Wolfsohn, revolutionary voice teacher, philosopher and writer whose discoveries about the human voice inspired the work of the Roy Hart Theatre

The performing arts are an essential element of the vision of Naropa University’s founder, Chögyam Trungpa Rinpoche. Artists from all disciplines have sought to bring the great practices of mindfulness and awareness into the artistic process and training of emerging artists. Performing Arts classes engage students with stillness and depth of awareness as integral to the investigation of form, technique, collaboration and creativity.

Naropa’s Performing Arts programs share a mission of educating a range of students from emerging artists to artists in mid-career who are skilled as performers in dance, theater and music; have confidence as practitioners of diverse artistic processes; are critically aware of the historical and cultural forces that shape art and society; and are cultural leaders informed by the depth and richness of contemplative view and practice.

At the undergraduate level, the Performing Arts Department offers an interdisciplinary Bachelor of Fine Arts in Performance and a minor in Performance as well as a rich offering of electives.

At the graduate level, the department offers an MFA Theater degree through its Contemporary Performance program, which has pioneered the integration of contemplative practice and study with rigorous, interdisciplinary, conservatory-style training. Taking in its first class in the fall of 2004, the program has attracted an intergenerational range of students including a large number of mid-career professionals. Alumni have achieved an immediate presence in the international cultural conversation through teaching, production of new work and significant conference participation—specifically The American Theater in Higher Education Conference (ATHE).
Performing Arts Department

Chair: Wendell Beavers
Administrative Director: Liz Acosta
Administrative Assistant/Production Coordinator: Angela Delichatsios

UNDERGRADUATE STUDY
Interim Director: Joan Bruemmer
Ranked Faculty: Joan Bruemmer, Barbara Dilley, Cara Reeser, Lee Worley
Adjunct Faculty: Katharine Kaufman, Adwoa Lemieux, Maputo Mensah, Joanna Rotkin, Leeny Sack, Elizabeth Watt

BFA in Performance
The BFA in Performance is a stimulating and innovative interdisciplinary training program offering a unique curriculum combining the rigor of conservatory style training with the rich, experiential and intellectual traditions of contemplative education. Students explore techniques inspired by the last fifty years of experimental performance training, integrating dance, acting and vocal work. The program prepares students to create original work while thoroughly acquainting them with the contemporary performance field. Upon graduation, students will be prepared to pursue advanced studies in performance, join existing companies with an interdisciplinary focus or create their own work.

Faculty and guest artists provide a rich interface with current techniques and styles as they teach and create work with BFA students.

Declaration of Major
In addition to adhering to university requirements and deadlines (p. 56), the BFA in Performance requires completion of PFAR 103, Dance and Theater Studies I: Wisdom of the Body, with a grade of “B-” or higher*; completion of PFAR 203, Dance and Theater Studies II: Investigating Performance, with a grade of “B-” or higher*; a meeting with the department and consent of the department directors.

*This course may be waived in lieu of previous performance training. Waiver should be requested through the department; students will be assessed on an individual basis.

The Course of Study
Performance training and academic study in the first year: The academic context for the BFA in Performance degree is strongly established in the first year through participation in the university’s core curriculum. Seminars in contemplative practice, diversity and writing create the ground for the student’s artistic journey. Students may begin taking foundation courses in the performing arts immediately upon entering the university. These foundation courses in dance, acting, voice and improvisation are considered preparation for entering the intensive ensemble training module sequence beginning in the first semester of the sophomore year. Successful completion of a one-semester gateway course (PFAR 203), plus approval by BFA faculty, is required for acceptance into the BFA in Performance program.

REQUIREMENTS: BFA IN PERFORMANCE
Students who enter the BFA program and successfully complete the prerequisite gateway course will begin a sequence of ensemble training modules in the first semester of their sophomore year. There is a lab fee for each training module.
Transfer students are encouraged to apply to the BFA in Performance program. Transfers with 60 credits or more who are accepted into the BFA are not required to complete the gateway course and will only be required to complete four of the five BFA Modules, pending approval by BFA faculty. Transfer students with 30–59 credits may not be required to complete the gateway, and will be assessed on an individual basis. All transfer students are required to complete one Performance Studies Seminar in addition to completing Naropa University’s core requirements.

REQUIRED COURSE OF STUDY:
BFA PERFORMANCE

First year, fall
- COR 110 Writing Seminar I (3)
- COR 130 Contemplative Learning Seminar (3)
- COR 150 Diversity Seminar (3)
- PFAR 103 Dance and Theater Studies I: Wisdom of the Body (3)
Choose a 3-credit course that fulfills the Cultural and Historical Studies, World Wisdom Traditions or Scientific Inquiry requirement (see pp. 65–66)

SUBTOTAL 15

First year, spring
- COR 115 Writing Seminar II (3)
- PFAR 203 Dance and Theater Studies II: Investigating Performance (3)
Choose two 3-credit courses which fulfill the remaining Cultural and Historical Studies, World Wisdom Traditions or Scientific Inquiry requirement (see pp. 65–66)
Choose a 3-credit elective in Music, Visual Arts, Performing Arts or Traditional Eastern Arts

SUBTOTAL 15

Sophomore year, fall
- PFAR 210 BFA Module I (12)
- COR 220 Civic Engagement Seminar (3)

SUBTOTAL 15

Sophomore year, spring
- PFAR 260 BFA Module II (12)
- COR 210 Humanities Seminar: Section B: History of the Avant-Garde (3)
Choose a 3-credit course that fulfills the remaining Cultural and Historical Studies, World Wisdom Traditions or Scientific Inquiry requirement (see pp. 65–66); if these requirements have been fulfilled, choose a 3-credit elective.

SUBTOTAL 18

Junior year, fall
- PFAR 233 Performance Studies Seminar I: Introduction to Performance Studies (3)
- PFAR 310 BFA Module III (12)

SUBTOTAL 15

Junior year, spring
- PFAR 360 BFA Module IV (12)
- Elective (3)

SUBTOTAL 15

Senior year, fall
- PFAR 480 BFA Module V (12)
- Elective (3)

SUBTOTAL 15

Senior year, spring
- Electives (12)

SUBTOTAL 12

TOTAL CREDITS 120

Minor in Performance
Required Academic Course: 3 credits
Choose one of the following:
- COR 210 Humanities Seminar: History of the Avant-Garde (3)
- PFAR 233 Performance Studies Seminar I: Introduction to Performance Studies (3)

Required Studio Courses: 6 credits
- PFAR 311 Performance Practicum: Building Together from the Ground Up (3)

Choose one of the following courses:
- PFAR 103 Dance and Theater Studies I: Wisdom of the Body (3)
- PFAR 185 World Dance I (3)
- PFAR 280 Dance Technique I: Into Improvisation (3)

Additional Required Course: 3 credits
Choose one of the following courses:
- PFAR 225 Discovering the Moving Voice (3)
- PFAR 240 Contact Improvisation (3)
- PFAR 245 Dance of Africa I (3)
- PFAR 250 Improvisation and Theater Games (3)
- PFAR 280 Dance Technique I: Into Improvisation (3)
- PFAR 281 Dance Technique II: Into Choreography (3)
- PFAR 303 Special Topics in Performance (3)
- PFAR 345 Dance of Africa II (3)
- PFAR 350 Acting: Performance and Presence (3)
- PFAR 375 Ignite Knowing: Dancing for Every Body: The Study of Contemplative Dance (3)

TOTAL CREDITS 12

BFA Ensemble Training Modules (12 each)
PFAR 210, PFAR 260, PFAR 310, PFAR 360, PFAR 480

Each BFA Ensemble Training Module is a progressive, interdisciplinary sequence in dance, acting and voice applicable to creating original work and includes training in exercises and techniques developed during the last fifty years of performance, as well as strong elements of
research. Each module represents approximately 80 hours of voice training in practices such as Estill, Roy Hart and Linklater method; 80 hours of dance training in forms inspired by artists of the postmodern movement and beyond, with courses in Contemporary Dance Technique, Contact Improvisation, Body/Mind Centering, Spontaneous Composition and World Forms; and 100+ hours in actor training and devised work, including work in Physical Acting, Grotowski, Viewpoints, Script/Text Analysis, Self-Scripting and Project Development.

Across all disciplines, students are encouraged to discover their own creative process, participate in ensemble creation, direct elements of their own training, consciously choose techniques and develop a contemplative approach to the creative process.

Modules average 18 hours per week of total instruction with periods of evening and weekend rehearsal as required. All modules are offered on a three-day schedule (Mon/Wed/Fri or Tues/Thurs/Fri) with six-hour training slots per day. There is a lab fee for each training module.

**PFAR 210 & PFAR 260**  
**First-Year Training: Ground—Modules I and II**  
The first year lays the ground by tuning the body, which is the instrument for all disciplines, with an emphasis on movement practices, kinesthetic awareness, functional anatomy and kinesiology. Once grounded in this frame, students begin to cultivate imagination, trust in internal impulse and foster a relationship to creative action. Students begin the practical exploration of the connection between body, voice and imagination. At the end of the first semester, students show works in progress and the end of the second semester concludes with a faculty or guest artist–directed ensemble performance.

**Acting: Body, Voice, Imagination and Integration**  
Training focuses on development of the ensemble creative process. Students gain support in the development of their creative aesthetic through individual and group exercises, with training based in the exploration of contemporary physical theater techniques. Potential examinations include Grotowski, Suzuki, Viewpoints and Viola Spolin. Students begin examining the play of imagination and impulse through the body as well as exploring connections between voice and movement, structured improvisation, composition and self-scripting. The first semester focuses on freedom of emotional expression and the ability to recognize and trust impulse and the body as a means to access imagination and emotion. The semester culminates in a public workshop showing of student work. The second semester deepens the exploration of the foundations laid out in the first semester and concludes with a faculty or guest artist–directed ensemble workshop performance.

**Dance/Movement: Bones, Body and Mind**  
Using contemporary dance technique, dance improvisation and borrowing from movement practices such as Feldenkrais™, Pilates and Alexander techniques as vehicles to synchronize body and mind, this training invites dancers of all levels to work with relaxed precision while dancing. An early focus on strength through alignment and efficiency tunes the body with awareness and ease allowing for individual expression in choreographed and improvised dance material. Students are introduced to both classical and unconventional techniques for preparatory and extended dance training with a playful eye and deep exploration into placement, space, shape, dynamics, rhythm, sequence memory and the ongoing interplay between self and other. Students work within the ensemble to perform choreographed material presented in class.

**Voice: Image, Self and Sound**  
For control, variation and nuance in singing and speaking, one must have an image and sense of the larynx and respiratory system that is complete, functional and supple. However, even for accomplished singers, speakers and voice scientists, this area of our self is one of the least represented in our self image, and as a result the sounds and sensations associated with this area of our bodies are often highly conditioned and habitually undifferentiated. We explore and make sensorial distinctions in other more clearly represented areas of the self, as well as the larynx, head and neck, and torso, in an attempt to fill in the image necessary to create the many sounds possible for singing and speaking, with an emphasis on awareness, self-discovery and organic learning. The course is organized around basic developmental movement patterns as well as patterns of speech and singing development. Out of this deep and rich exploration emerge distinctions in sound and sensation, movement and orientation that gradually become more and more clear; conscious and usable in life and performance. Applications include improvised and self-composed work.

**PFAR 310 & PFAR 360**  
**Second-Year Training: Path—Modules III and IV**  
Students build on the foundational skills acquired in the first year, deepening them into dependable performance tools. They continue to explore and articulate their personal artistic vision through history and context as well as advanced studio work. Through study of critical theory and development of an analytical lens, students begin to establish their work in the context of community and society. Students explore more fully the lineage of performance, including a deeper exploration of Naropa’s heritage and the fusion of contemplative traditions. At the end of the third semester, students perform self-created works, offering them to the community at large. The fourth semester culminates in a directed ensemble-based performance project.
Performing Arts Department

Acting: Technique, Scene Study and Devised Work
Training focuses on technique work designed to enable students to create performances that are intelligently conceived, emotionally engaging and physically precise. The work concentrates on action-based script analysis, character creation, emotional crafting, scene study, composition and devised work creation techniques. Students explore the application of techniques and differences between applying technique to a completed script and their own work. At the end of the third semester, students perform self-created works in progress. The fourth semester culminates in a faculty or guest artist-directed ensemble-based performance project.

Dance/Movement: Time, Place and Reason
Continuing with relaxed precision in technical training and deep exploration of working with choreographed material, students investigate the numerous ways in which dance improvisation can inform the body, mind and form. Borrowing from the traditions of artists such as Merce Cunningham and John Cage, Judson Church and the Grand Union, we explore the relevance of postmodern dance improvisation techniques and contemplative practices. These points of views are discussed and put into place to help dancers heighten their sense perceptions, identify self, other and object, while manipulating time, space and form.

Voice: Variation and Organization
The second year builds on the sensory experience of the previous year with an emphasis on naming the sensations and organizing them into a functional, conscious vocal whole. We begin to differentiate between more and more complex vocal options and qualities while practicing an awareness of the whole self. Topics such as artistry, diction, style, vocal variation and learning music are in the foreground, as well as performance and use of whole self while learning, practicing and performing.

PFAR 480
Third-Year Training: Fruition—Module V
The upper-level curriculum allows for more space to work creatively on final projects, and builds on the first two years of training through advanced technique work and exposure to a range of performance styles in theater, dance and music. This allows the students to lay claim to their artistic vision and begin to see themselves as young-warrior-artists-in-training, a view of gentleness, discipline and vision based in Naropa’s contemplative arts tradition. Students work closely with faculty mentors and artists within the community outside of Naropa. Specific course and workshop offerings change from year to year and are based on the needs and special interests of the ensemble.

Acting: Facing Outward
Focuses on building on the first two years of training through advanced technique work, lineage and cultural context and exposure to a range of performance styles in theater, dance and music. The training options change from year to year; depending on the needs and special interests of the third- and fourth-year students. Students may participate in ensemble-created production work, guest-directed production work or independent production.

Dance/Movement: Facing Outward
Continuing with physical technique training as well as deepening improvisational skills and awareness techniques, third-year students begin to work on compositional skills. We work with scores, improvisation and more traditional compositional approaches. Through the lens of composition, students work with other artists, including musicians, visual artists and videographers, to create solo and or ensemble dance works for performance.

Voice: Facing Outward
The third and final year focuses primarily on performance—bringing all of the pieces of awareness together to create a clear intention while singing, speaking and performing. Applications include experiments designed to test and integrate learning and practicing in performance, in-class coaching and work on final projects.

PERFORMING ARTS COURSES
Undergraduate
100–199 introductory courses open to all students
200–299 intended for first-year and second-year students
300–399 intended for juniors and seniors
400–499 intended primarily for seniors

Graduate
500–599 graduate-level electives and introductory courses

PERFORMING ARTS (PFAR)
Elective offerings in dance, theater and music. All classes are experiential unless otherwise noted.

PFAR 103
Dance and Theater Studies I: Wisdom of the Body (3)
This class provides an opportunity for students with no previous dance or theater experience to explore a range of creative and contemplative processes that serve as gateways to further training in dance and theater-based techniques and forms. We focus on body/mind awareness and the multitude of ways the body interacts with forms/practices leading us to a deeper sense of alignment, ease, joy and deep play. The development of individual presence and awareness of the dynamics of ensemble is emphasized throughout the semester. This course serves as prerequisite to PFAR dance and theater courses and is for students interested in embodied creative process and performance skills.
**PFAR 185**
World Dance I (3)
This course offers a rich, diverse exploration in contemporary forms such as Capoeira, Hip Hop, Contact Improvisation, Belly Dancing and other world forms. Through this cross-cultural exploration, students experience the deep fabric of culture and current trends through dance and music. Styles taught vary each semester and may vary within a semester. Students should contact the department to get specific information regarding dance styles being offered during the semester as well as other requirements that may apply.

**PFAR 203**
Dance and Theater Studies II: Investigating Performance (3)
Investigating Performance invites students into the world of the performing arts—giving students an opportunity to engage in physical training and explore a range of interconnected dance and theater forms. A through line of technique (either dance or theater) is enhanced by a series of intensive workshops with guest artists from the BFA in Performance and PFAR faculty. This class culminates in a public showing of student created work. Prerequisite: PFAR 103 or permission of instructor.

**PFAR 225**
Discovering the Moving Voice (3)
This course focuses on developing the awareness and skills that allow the performance artist’s essential voice to speak and be heard. Students explore how the voice is a physical manifestation of the moving body and vice versa. We use physical exercises and improvisation to discover each student’s unique voice. We also look at how to build ensemble soundscapes and explore presenting theatrical text. A forum is created in which the audience/performer relationship can be explored. The class is performance-oriented and requires regular solo and ensemble presentations as well as written assignments. Prerequisite: PFAR 203 or by permission of instructor.

**PFAR 233**
Performance Studies Seminar I: Introduction to Performance Studies (3)
This introductory course gives students a solid framework in the discipline of Performance Studies with readings coming from the various methodologies that inform Performance Studies, including but not limited to social anthropology, linguistics, sociology and performance theory. The seminar focuses on using the lens of “performance” to identify ways in which all aspects of human behavior and culture are performances. Attention is also given to reading strategies and critical writing. Prerequisite: COR 210/Section B.

**PFAR 240**
Contact Improvisation (3)
Contact Improvisation is the spontaneous dance of two or more people moving together while maintaining a physical connection and releasing into the flow of natural movement. The class follows a general progression of contact improvisation skills such as rolling, falling, taking and giving weight, playing with momentum and gravity, discovering ledges and levels, and exploring different depths and textures of touch. Skills in individual, partner and group dances are developed. Both beginners and more experienced contact improvisers are welcome.

**PFAR 245**
Dance of Africa I (3)
This class teaches dance and rhythm of one or more cultural traditions of Africa. Students learn to hold respect for cultural traditions including the role dance plays in community, the relationship between student and teacher and the joys of dance. Students are required to maintain a practice regimen and attend community-sponsored traditional African dance concerts. Students dance hard, have fun and are required to participate in a performance weekend at the end of the semester. Students are expected to wear traditional dance costumes for public performances and for class.

**PFAR 250**
Improvisation and Theater Games (3)
While introducing text into the physical elements of improvisation, students explore the art of improvisation and storytelling. Through improvisation, students heighten their sense of listening, physical presence and the ability to tell a story from an honest place. Students enjoy exploring the physical and theatrical elements of improvisation through various modalities such as Viewpoints, character exploration and Viola Spolin–inspired theater games. This class is for students of any department who are looking to expand their listening, presentation and overall communications skills. Prerequisite: PFAR 103 or equivalent.

**PFAR 280**
Dance Technique I: Into Improvisation (3)
Students work from the notion of internal awareness while tapping into creativity and imagination as potent energetic forces that support the development of full, embodied dancing. Class includes warm-up/technical exercises inspired and influenced by a variety of movement forms/styles ranging from ballet, modern/postmodern, modern jazz, “release,” somatic practices, as well as more inventive movement phrases that can open up into co-created working material. Musicality, rhythm and phrasing are important elements as well as working with silence as accompaniment.
PFAR 281
Dance Technique I: Into Choreography (3)
This class focuses on developing techniques to create new pathways in the body by drawing on elements of contemporary dance techniques that are influenced by Contact Improvisation, Body-Mind Centering™, Feldenkrais™ and Laban-based work. Students learn and practice choreographed movement phrases emphasizing efficiency, ease and momentum. Contemporary dance technique offers the individual a sense of flight and freedom in their movement by allowing the skeletal structure to provide the core strength for full body dancing. Using movement as the source of creativity and expression, this class explores the potential of the body starting with a slow warm up to align and awaken the body, progressing into invigorating and vitalizing dance.

PFAR 303
Special Topics in Performance (3)
This course offers students an opportunity to explore performance through a variety of lenses. Historical, cultural, critical and contemplative perspectives are examined. Subjects studied vary from semester to semester.

PFAR 311
Performance Practicum: Building Together from the Ground Up (3)
Designed for upper-division music, theater, dance and interdisciplinary students, this course brings together intermediate/advanced practitioners of dance, theater and music to provoke new cross-disciplined performance works and dialogue. Co-taught by faculty from the Music Program and the BFA in Performance, this experimental lab generates several mixed-media performances evolving from varied approaches including simultaneous composition, unilateral decision making and indeterminacy. Students design and implement compositions; performance is a required component of this course. Prerequisite: open to juniors and seniors only; must have successfully completed any combination of two PFAR courses, ensemble courses within the Music Program, MUS 400 or MUS 230.

PFAR 345
Dance of Africa II (3)
This class is both a continuation of PFAR 245 as well as an introduction for students new to African dance. Examining different dances than those taught in PFAR 245, it revisits dance and rhythm from diverse cultural traditions of Africa. Students learn to hold respect for cultural traditions including the role dance plays in community, the relationship between student and teacher, and the joys of dance. Students are required to maintain a practice regimen and attend community-sponsored traditional African dance concerts. Students dance hard, have fun and are required to participate in a performance weekend at the end of the semester. Students are expected to wear traditional dance costumes for public performances and for class.

PFAR 350
Acting: Performance and Presence (3)
This course provides ongoing training in the basic principles of acting through exercises, improvisation and scene work. Students develop skills in the area of focus and concentration, visualization, physical action and psychophysical gesture. Students learn steps to characterization, how to take risks and make informed theatrical choices. Prerequisite: PFAR 250 or PFAR 203 with a grade of “C” or higher or permission of department.

PFAR 375/575
Ignite Knowing, Dancing for Every Body: The Study of Contemplative Dance (3)
Sourced in the practices of sitting and walking mindfulness meditation, contemplative dance finds the dance every body knows. We sit, move, write—investigating the mind-body landscape. Alone and together we learn the spontaneous delights within stillness, and in any moment. Through deep play we ignite the many layers of knowing and explore the boundaries between our art, meditation and ordinary life. Some previous experience in meditation/dance helpful. This class is open to sophomores and above.

PFAR 499
Independent Study (1–6)
**GRADUATE STUDY**

**Director:** Wendell Beavers

**MFA in Theater:**

**Contemporary Performance**

**Naropa Faculty:**
- Wendell Beavers (movement/dance, somatic technique, Viewpoints)
- Erika Berland (Experiential Anatomy, BMC™-based somatics, view and practice)
- Barbara Dilley (dance, contemplative arts, meditation)
- Ethelyn Friend (Roy Hart Vocal Work, Shakespeare)

**Associated Artists:**
- Erica Berg (psychophysical acting)
- Tom Bogdan (song creation, vocal technique)
- Steve Clorfeine (writing, directing)
- Leigh Fondakowski (Tectonic Theater, directing)
- Katie Geissinger (Meredith Monk and The House, vocal technique)
- Jennifer Hicks (Butoh)
- Leon Ingulsrud, SITI Company (Viewpoints, choreography)
- Katsura Kan (Butoh)
- Moisés Kaufman (Moment Work, directing)
- Kevin Kuhlke (physical acting technique, scene study, directing)
- Carol Mendelsohn (Roy Hart Vocal Work)
- Meredith Monk (song creation, vocal technique)
- Barney O’Hanlon, SITI Company (Viewpoints, choreography)
- Peggy Pettitt (self-scripting, devised work)
- Saule Ryan (Roy Hart Vocal Work)
- Leeny Sack (voice, devised work)
- Dan Safer (scene work, choreography)
- Stephen Wangh (psychophysical acting, ensemble playwriting, improvisation, pedagogy)
- Elizabeth Watt (acting)

**Associated Companies:**
- Meredith Monk and The House
- Moisés Kaufman and Tectonic Theater
- SITI Company

**2010–11 ADMISSION REQUIREMENTS:**

1. Standard graduate admission requirements (see p. 20).
2. Applicants must demonstrate professional accomplishment in at least one of the following areas and a minimum degree of competency in all three:
   - **Acting:** preferably with significant training in more than one approach, i.e., physical, Meisner.
   - **Movement/Dance:** postmodern or modern forms, martial art or significant physical acting training.
   - **Voice:** musical competency and foundation vocal technique either text or music based.
3. Prior artistic ensemble experience is highly encouraged.
4. Maturity and readiness to undergo a rigorous professional training.
5. Applicants must demonstrate high levels of commitment, maturity and dedication.
6. Head shot or representative photo.
7. Selected applicants may be asked to attend an interview/audition in Boulder, New York or San Francisco between January 15 and March 15. Applicants’ admissions files must be complete before scheduling an interview/audition.

The following outline for year one is subject to change in sequence, but over the course of the two years all of these components will be present. Both the contemplative practice and view as well as core training in acting, voice and movement will be ongoing throughout the two-year curriculum. Students take 12 credits per semester for a total of 48 credits. There is a lab fee for each training module.
REQUIREMENTS: MFA THEATER: CONTEMPORARY PERFORMANCE
(Guest artists subject to change)

First year, fall: THR 602
First seven weeks:
Foundation Somatics/Investigating Physical Virtuosity:
Developmental movement, experiential anatomy, release, dynamic alignment—Wendell Beavers, Erika Berland
Roy Hart Vocal Work: Ethelyn Friend
Psychophysical Acting/Grotowski Based: Plastiques, corporals, cultivating immediate access to emotional sources, creating containers for emotion, understanding of presence—Steven Wangh and guest faculty
Contemplative Arts and Meditation Training: Meditation practice and orientation to Buddhist phenomenology and psychology; nature of mind teachings from the Buddhist tradition—Barbara Dilley and Naropa faculty

Middle three weeks:
Viewpoints Intensive: Barney O’Hanlon, SITI Company, Wendell Beavers, Steven Wangh
Voice Tutorials: Ethelyn Friend
Physical Technique: SITI Company/Butoh/Wendell Beavers
Practice and View: Barbara Dilley, Erika Berland
Applying Psychophysical Technique to Character Work, Styles and Performance: Steven Wangh, guest faculty
Moment Work/Directing/Playwriting: Leigh Fondakowski

Final four weeks:
Physical Training/Viewpoints: Wendell Beavers
Voice Intensive: Roy Hart guest faculty, Carol Mendelsohn and Saule Ryan
Ensemble Playwriting: Steven Wangh, Tectonic Theater
Applying Psychophysical Technique to Character Work, Styles and Performance: Steven Wangh
Presentations
SUBTOTAL 12

First year, spring: THR 652
First three weeks:
Physical Training: Developmental, experimental anatomy forms
Directing and Ensemble Playwriting: Moisés Kaufman, Tectonic Theater
Presentation

Second four weeks:
Advanced Somatic Technique, Experiential Anatomy/Eastern Arts: Erika Berland, Wendell Beavers/Naropa faculty
Vocal Intensive: Roy Hart or extended vocal technique
Tectonic Theater Play Development: Leigh Fondakowski
Composition/Choreography/Postmodern Tradition: Barbara Dilley, Wendell Beavers, guests

SUBTOTAL 12

Second year, fall: THR 702
Advanced Physical Technique: Dance-based techniques, release, somatic forms, yoga—Wendell Beavers and faculty
Theater-Based Physical Techniques: Drawn from Butoh, Suzuki, Grotowski Plastique and Corporals—SITI Company, Butoh guest, Steven Wangh and faculty
Scene, Monologue and Character: Faculty
Teaching Seminar: Steven Wangh, Wendell Beavers, Barbara Dilley
Vocal Work: Relating song to text, extended vocal technique—Roy Hart faculty, Carol Mendelsohn, Saule Ryan, Meredith Monk, The House company members
Acting Work: Relating psychophysical work to the Viewpoints, scene, classical text—Steven Wangh
Project/Production
Play Development: Leigh Fondakowski
Cultural and Academic Context Seminar: Daniel Banks and guest faculty (runs throughout semester)
SUBTOTAL 12

Second year, spring: THR 722
Advanced Physical Technique: Continuation of semester I sequence
Viewpoints: Composition, directing and performance technique—Wendell Beavers, SITI Company members, faculty
Vocal Work: Continuation of semester I sequence
Ensemble Playwriting/Directing: Tectonic Theater
Teaching Seminar: Barbara Dilley, Wendell Beavers, guest faculty
Ensemble Production: Meredith Monk and Company
Culminating Projects: Initiated and designed by the student in the fields of service learning, creating pedagogy, pure research focused on training issues or production
SUBTOTAL 12

TOTAL CREDITS 48

Performing Arts Department 123
MFA Theater:
Lecoq Based Actor Created Theater
Chair: Amy Russell
Administrative Director: Mark Hatfield
Lecoq Instructors: Michael Brown, Stephanie Kehoe, Thomas Prattki, Amy Russell

Guest Instructors have included:
Giovanni Fusetti: Clown
Michael Murphy: Clown
Alain Fairbairn: Clown/Absurd
Kevin Crawford: Roy Hart Voice
Susana Lastreto: Cabaret
Marcela Lorca: Movement Improvisation
Adele Thompson: "Stomp" rhythm improvisation
Antonio Martinez: Commedia dell'Arte, farce

Naropa University, in cooperation with the London International School of Performing Arts (LISPA), offers a 48-credit MFA in actor created theater based on the pedagogy of Jacques Lecoq. The London location offers the students all the advantages of an international metropolis and hub of the arts. Additionally, MFA students are fully mixed with the international students of LISPA, who, like the master's candidates, are training to be collaborative creators of new theater.

The training is rigorously physical in its approach, focusing on the dramatic and image-making capabilities of the actor's body, and locating the body as the source of invention of new theatrical forms and languages. The daily and weekly schedule for both the first and second year balances improvisation and movement classes. Collaborative creation is fostered by the daily invention and rehearsal of the students' group work, which is performed at the end of each week.

This program is no longer accepting MFA students. Interested parties are encouraged to apply to the MFA Theater: Contemporary Performance program.

REQUIREMENTS: MFA THEATER: LECOQ BASED ACTOR CREATED THEATER

The curriculum of the first year includes:
• The Basis of Improvisation: An observation of everyday life
• The Neutral Mask: Essentialized natural movement, developing both calm and risk-taking
• The Dynamics of Nature: Natural phenomena are explored with the purpose of finding their human and theatrical equivalencies in situation and character
• Poetics: Through movement, a translation of other art forms into the language of theater
• Bestiary: The study of animals with an eye to character creation
• Masks: Expressive and larval masks

• Creating a Character: A cumulative approach to character creation and the development of virtuosic skills in improvisation
• First Production: Student creations based on theme-specific field research

The curriculum of the second year includes:
• Storytelling Languages: Silent storytelling, moving pictures and the world of narration
• Commedia dell'Arte: An exploration of traditional Commedia dell'Arte and its reinvention, using classic leather masks and new, student-made masks
• Melodrama and the Theater of the Passions: Following the flow of emotion towards lyricism
• Tragedy: Using classic and modern poetic texts, research into the relationship between the tragic chorus and the protagonist
• The Grotesque, the Fantastic and the Mysterious: Inventing a new body in which to explore new worlds
• The Study of Laughter: The clown and other comic genres
• Final Student Production: The theater of the future

Throughout the first and second year, students receive training in basic acrobatic skills, vocal technique, the spatial dynamics fundamental to scenography, creative process, company development, and in the second year, a continuous writing workshop. No prior experience is required for these courses.

Academic Year
The academic year for this program generally begins in the last week of October and continues until the middle of July. The year is divided into four eight-week terms that are interspersed with break periods.

The following dates reflect the 2009–10 academic year:

Fall Semester ’09 October 26–December 18, 2009
Spring Semester ’10 January 11–March 5, 2010
March 22–May 14, 2010
Summer Semester ’10 May 31–July 23, 2010
The Graduate School of Psychology houses three vibrant departments offering academically rigorous and personally transformative programs at the cutting edge of psychology.

**Contemplative Counseling Psychology Department**
Master of Arts in Psychology: Contemplative Psychotherapy

**Somatic Counseling Psychology Department**
Master of Arts in Somatic Counseling Psychology
  - Body Psychotherapy
  - Dance/Movement Therapy

**Transpersonal Counseling Psychology Department**
Master of Arts in Transpersonal Counseling Psychology
  - Art Therapy
  - Counseling Psychology
  - Wilderness Therapy

Master of Arts in Transpersonal Psychology
  - Ecopsychology

The mission of the Graduate School of Psychology is to offer graduate psychology programs that are engaged, embodied, contemplative and informative. Each program offers students a process of learning, reflection, integration and thoughtful practice in relation to service in the community. Drawing from a rich diversity of traditional and innovative theories, students learn to apply compassion and discernment to specific situations.

In the counseling psychology programs, students are introduced to and encouraged to deepen contemplative practices that enhance self-awareness and inform therapeutic relationships. These practices serve as a potent means for holding the tension for perceived opposites, including emptiness and form, stillness and movement, body and mind.
Curricula are rooted in experientially based embodied ways of knowing. Students develop empathetically based critical thinking, community practices, and inclusive and pluralistic values. The course work cultivates the students’ ability to engage therapeutically with a wide range of clients in a variety of settings, training them to be culturally competent therapists. From this ground of experience, students naturally discover their personal expression of responsible service in the world.

The counseling programs of the Graduate School of Psychology convey the subject matter of their respective disciplines within a framework of training and education so that graduates may serve as professional counselors. Naropa University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. Thus, graduates of our program are able to inform licensing boards and potential employers that they graduated from a regionally accredited program.

Learners are strongly encouraged to carefully research the educational requirements for the intended licensure or certification in the state(s) where they will seek licensure or certification. The programs of the Graduate School of Psychology have not sought approval by the Council for Accreditation and Other Related Educational Programs (CACREP). Nevertheless, the faculty has developed the curricula with CACREP requirements, as well as other recognized professional and national standards, including the state of Colorado, in mind. Please note that the licensure requirements of state boards and licensing agencies vary from state to state and change over time. Consequently, successful completion of degree requirements does not guarantee that a state board or licensing agency will accept a graduate’s application for licensure. It is important that learners are aware of their responsibilities regarding licensure and certification; advisors are available to discuss professional and career matters with learners and graduates.

Naropa graduates have a history of success in receiving licensure/certification across the United States; faculty and advising staff will assist students in this regard, recognizing that some state requirements may include additional course work not covered in a single graduate program. Learners should monitor developments in their intended states for licensure/certification, and work with their faculty and advising staff to explore options for meeting their requirements.
Clinical Training Rooted in Buddhist Teachings

Contemplative psychotherapy may be said to have two parents: (1) the wisdom traditions of Buddhism and Shambhala and (2) the clinical traditions of contemporary psychology, especially the humanistic school. Like all offspring, it has much in common with both of its parents and yet is uniquely itself. From Buddhism and Shambhala comes the sitting practice of mindfulness/awareness meditation, together with a highly sophisticated understanding of the functioning of the mind in sanity and in confusion. From Western psychology comes the investigation of the stages of human development, a precise language for discussing mental disturbance and the intimate method of working with others known as psychotherapy. The Department of Contemplative Counseling Psychology offers a Master of Arts in Psychology: Contemplative Psychotherapy.

“Buddhist psychology is based on the notion that human beings are fundamentally good. Their most basic qualities are positive ones: openness, intelligence and warmth.”

—Chögyam Trungpa Rinpoche, Naropa University founder
Contemplative Counseling Psychology Department

Chair: Lauren Casalino
Administrative Director: Jennifer Hyatt
Academic Advisor/Internship Coordinator: Marcy Mullet
Ranked Faculty: Lauren Casalino, MacAndrew Jack, Susan Nimmanheminda, Karen Kissel Wegela
Ranked Faculty from Other Departments: Zoe Avstreih (Somatic Counseling Psychology)
Adjunct Faculty: Jackie Ashley, Susan Barbieri, Paul Bialek, Jane Bryant, Sharon Conlin, William Coppersmith, Gretchen Kahre, Francis Kakauskas, Ryan Lane, Jeremy Lowry, Dolly Muzer; Elizabeth Olson, Judith Partin, Pat Patton, Jeff Price, Alexandra Shenpen, Helena Unger; Robert Unger; Ernie Zullo

GRADUATE STUDY
MA in Psychology:
Contemplative Psychotherapy
MA Psychology: Contemplative Psychotherapy is a unique clinical training program integrating Western psychotherapy and Buddhist psychological insights. The practice of mindfulness/awareness meditation together with traveling through a specific sequence of classes as a cohort leads to an increasing ability to be with oneself and others and provides the ground for entering into genuine relationships with therapy clients. The maitri retreats are an opportunity for students to deepen both in relationship to community and mindfulness/awareness practice. Because the program is directed toward careers in the clinical professions, the nine-month supervised internship in the third year of study is vital. Along with the internship, students participate in small group clinical tutorials with the clinical faculty. Students participate in group process groups throughout the program. These groups support the students’ journeys and provide a place to explore some of the issues and feelings that arise during the training.

2010–II ADMISSION REQUIREMENTS:
MA PSYCHOLOGY:
CONTEMPLATIVE PSYCHOTHERAPY
1. Standard graduate admission requirements (see p. 20). Please note: The department will not accept letters of recommendation from current or former therapists.
2. Applicants must show considerable maturity and strong motivation for working with others.
3. Some prior work experience in a clinical setting, either paid or volunteer, is strongly recommended. First-year students who do not have such experience will be encouraged to perform four hours per week of volunteer work in a mental health agency during the fall and spring semesters in preparation for internship.
4. Supplemental application.
5. Selected applicants will be required to participate in a two-day in-person interview process consisting of both small group and individual interviews.

REQUIREMENTS: MA PSYCHOLOGY:
CONTEMPLATIVE PSYCHOTHERAPY
First year, fall
PSYC 600 Opening Retreat (noncredit)
PSYC 608 Introduction to Buddhist Psychology (2)
PSYC 609 Group Process I (1)
Contemplative Counseling Psychology Department

PSYC 618 Human Growth and Development: Contemplative View (2)
PSYC 718 Community (2)
PSYC 778 Transitions, Lifestyles and Career Development (2)

SUBTOTAL 9

First year, spring
PSYC 619 Group Process II (1)
PSYC 628 Evolution of Concepts in Western Psychotherapy (2)
PSYC 650 Diversity Awareness and Multicultural Competence (2)
PSYC 658 Buddhist Psychology II: Abhidharma and the Psychology of Confusion (2)
PSYC 678 Psychopathology I: Sanity and Neurosis (2)
PSYC 689 Maitri I (2)

SUBTOTAL 11

Second year, fall
PSYC 629 Group Process III (1)
PSYC 669 Buddhist Psychology III: Compassion and the Heart of Emptiness (2)
PSYC 700* Research and Statistics (2)
PSYC 728 Therapeutic Relationships I (2)
PSYC 798 Theory and Practice of Group Psychotherapy (2)
PSYC 864 Contemplative Psychotherapy Practicum (3)

SUBTOTAL 12

Second year, spring
PSYC 605 Large Group Process I (0.5)
PSYC 639 Group Process IV (0.5)
PSYC 668 Family Process (2)
PSYC 708 Buddhist Psychology IV: The Practice of Psychotherapy and the Path of the Bodhisattva (2)
PSYC 738 Psychopathology II: Psychosis (2)
PSYC 758 Therapeutic Relationships II (2)
PSYC 789 Maitri II (2)

SUBTOTAL 11

Third year, fall
PSYC 625 Large Group Process II (0.5)
PSYC 702* Assessment and Appraisal (2)
PSYC 709 Buddhist Psychology V: Mandala and Clinical Applications (0.5)
PSYC 719 Group Process V (1)
PSYC 788 Therapeutic Relationships III (2)
PSYC 808 Field Placement I (3–5)
PSYC 818 Clinical Tutorial I (2)

SUBTOTAL 11

*PSYC 700 and PSYC 702 are offered alternating years in the fall with second-year and third-year students taking the same course in one academic year.

Third year, spring
PSYC 635 Large Group Process III (0.5)
PSYC 729 Group Process VI (1)
PSYC 739 Buddhist Psychology VI: Review of Buddhist Psychology and Clinical Applications (0.5)
PSYC 858 Field Placement II (3–5)
PSYC 868 Clinical Tutorial II (2)
PSYC 888 Master's Paper Seminar (1.5)
PSYC 889 Maitri III (0.5)

SUBTOTAL 12

TOTAL CREDITS 63

Community is an essential aspect of this program. Students must take the courses in the sequence listed above.

Student Success

Because of the professional nature of this training program, students are evaluated on an ongoing basis to assess their readiness for maitri retreats, internship and continuing in the program altogether. The department may deny a student permission to continue in the program. Although grades are one indication of progress, other criteria for evaluation include how the students interact with each other, with faculty and the administration, as well as how they handle obstacles that arise and how they work with feedback based on any of the above criteria. Please see the department handbook for details.

Internship

A vital part of the program is the nine-month supervised internship that provides the opportunity for students to practice clinical work in specialized areas. The internship is the focus of the third year.

Master's Paper

The culmination of the internship is the writing of the master's paper. Students choose areas that interest them and explore both contemplative and other contemporary approaches to their topics, using clinical material from the internship to illustrate their ideas. Students present what they have learned during their journey in the MA Psychology: Contemplative Psychotherapy program to fellow students and members of the faculty during the master’s paper weekend. This is generally a celebratory occasion that marks the students’ entering the psychotherapeutic field as colleagues of the clinical faculty.

Licensure

Learners are strongly encouraged to carefully research the educational requirements for the intended licensure or certification in the state(s) where they intend to seek licensure or certification. Please see page 127 for further information about the curriculum of the various Graduate School of Psychology counseling programs and licensure/certification eligibility.
**CONTEMPLATIVE COUNSELING PSYCHOLOGY COURSES**

Graduate
- 600–699 intended primarily for first-year graduate students
- 700–799 intended primarily for advanced graduate students
- 800–899 primarily for master’s thesis, projects, internship, field placement, etc.

**CONTEMPLATIVE PSYCHOTHERAPY (PSYC)**

**PSYC 600**
Opening Retreat (noncredit)
An introduction to fundamental principles of contemplative psychotherapy, this weekend residential intensive provides the opportunity for community building, an introduction to meditation and the marking of the transition into the MA Psychology: Contemplative Psychotherapy program. Additional fee for room and board.

**PSYC 605**
Large Group Process I (0.5)
A cohort of students participates in a large group process and educational experience for three semesters. The course objective is to support the students' community experience as they study developmental, therapeutic and multicultural dimensions as these develop in the class community.

**PSYC 608**
Introduction to Buddhist Psychology (2)
Contemplative psychotherapy is based on the view of "brilliant sanity" or buddha nature, the idea that health is intrinsic and unconditional. This course presents teachings from Buddhist psychology on the mind in both sanity and confusion. In particular, we examine the mistaken notion of a solid, separate self as the foundation of suffering and misunderstanding. The importance of impermanence and transition is highlighted. We begin an exploration of how habitual patterns of mind may lead to addictive patterns of behavior. Meditation practice is introduced both as a method of self-care and of self-awareness and inquiry. Self-understanding is emphasized as the basis for ethical and helpful counseling relationships. Additional fee for one-on-one meditation instruction.

**PSYC 609**
Group Process I (1)
A cohort of students participates in a small group throughout their tenure in the program. Emphasis is on providing support for the students’ journey while providing the students the opportunity to study the many dimensions of small group dynamics as these develop in their respective groups.

**PSYC 618**
Human Growth and Development: Contemplative View (2)
This course traces psychological development through the life cycle, with a particular emphasis on the stages of life. A major focus of the class is on early childhood experience and its relationship to the patterns that may affect the rest of life. The material is presented through lectures, readings, class discussions, observations of children and the students' own experiences with children and their childhood. The purpose of the class is to develop both a theoretical and sympathetic understanding of the feelings, perceptions and ways of understanding themselves and others at various stages in the life cycle.

**PSYC 619**
Group Process II (1)
A continuation of PSYC 609.

**PSYC 625**
Large Group Process II (0.5)
A continuation of PSYC 605.

**PSYC 628**
Evolution of Concepts in Western Psychotherapy (2)
Western psychology has evolved its own lineage, traditions, concepts and vocabulary. This class explores the dynamics of Western psychology, with an emphasis on some of its most popular constructs, such as transference and countertransference, defenses, narcissism and the ego. The conceptual bases of some of the more prominent schools of psychology are studied. Attention is given to the relationship between psychology as a conceptual framework and psychology as a practice discipline.

**PSYC 629**
Group Process III (1)
A continuation of PSYC 619.

**PSYC 635**
Large Group Process III (0.5)
A continuation of PSYC 625.

**PSYC 639**
Group Process IV (0.5)
A continuation of PSYC 629.

**PSYC 650**
Diversity Awareness and Multicultural Competence (2)
Effective multicultural counseling requires understanding individuals, couples, families, groups and communities in the context of their histories and worldviews. This course inspires students to cultivate multicultural competency, providing the theoretical ground to work skillfully with diversity of all kinds, including race, ethnicity, nationality,
education, class, gender, sexual orientation, age and ability. Self-examination is the basis from which students develop the ability to listen to experiences far different from their own with empathy; bring culturally sensitive awareness to the counseling relationship; and provide advocacy to address institutional and social barriers that impede access, equity and success for clients. Buddhist principles of nonduality and the coexistence of ‘relative’ and ‘absolute truth’ provide the conceptual basis from which students learn to bring a sense of ‘maitri,’ or nonaggression, to their work as multiculturally competent therapists.

**PSYC 658**  
Buddhist Psychology II: Abhidharma and the Psychology of Confusion (2)  
The Abhidharma teachings on the five skandhas and the six “realms” provide precise understanding of the development of a false sense of self and how this mistaken view leads to a variety of styles of confusion and suffering. The study of karmic cause and effect leads to an understanding of how habitual patterns and addictive behaviors develop and may be interrupted. Pratityasamutpada is studied as an approach to understanding interdependence and systems thinking. The early ethical teachings of the Buddha are studied, and the practice of mindfulness-awareness sitting meditation is explored further; both experientially and intellectually. Additional fee for one-on-one meditation instruction.

**PSYC 668**  
Family Process (2)  
An introduction to family process and family systems. The purpose of the course is to assist students in experiencing the shift in perception that comes from seeing a family as a system—with its own organization and life—beyond that of the individual. In addition, students explore their families of origin as a ground for working with others. The course consists of lectures, student presentations, class discussions and experiential exercises.

**PSYC 669**  
Buddhist Psychology III: Compassion and the Heart of Emptiness (2)  
An introduction to the Mahayana teachings with their emphasis on skillfully helping others, the teachings on bodhicitta, awakened mind and the four brahmaviharas, as methods for cultivating compassion. The Buddhist teachings on sunyata, emptiness, are explored with respect to their implications for clinical work. Students apply these teachings both to their own personal experience and to clinical work. Additional fee for one-on-one meditation instruction.

**PSYC 678**  
Psychopathology I: Sanity and Neurosis (2)  
Intrinsic health is the ground of experience, yet one repeatedly loses touch with it. This course explores the sequence of events through which one can become absorbed in “story-lines.” The painful nature of this experience, which is a patchwork of events, real and imagined, is explored. Emphasis is on recognizing the experience of sanity within pathology. Students experience the personal and painful nature of such psychopathology as it occurs in their own lives and in the lives of others. The recovery stages of health are introduced along with an introduction to diagnosis and the use of testing in appraisal.

**PSYC 689**  
Maitri I (2)  
Conducted during a four-week residency, the Maitri program’s emphasis is on self-knowledge and self-acceptance. The practices of intensive sitting meditation, walking meditation and Maitri Space Awareness are directed toward becoming increasingly at home with oneself and with others. The academic portion of the program helps students refine their understanding of meditation practice as well as introducing them to the Five Buddha Families of Tibetan Buddhist teachings as a way of understanding how the seeds of clarity are often hidden within the manifestations of confusion and suffering. A limited number of nonprogram students may be allowed by permission of the department chair. Taken for pass/fail only. Additional fee for room and board.

**PSYC 699**  
Independent Study (1–3)

**PSYC 700**  
Research and Statistics (2)  
A survey of research methods and statistics as they apply to counseling psychology and psychotherapy. Topics include philosophical issues, rigor, types of psychological research, descriptive and inferential statistics, experimental and correlational methods, qualitative methods, test construction, needs assessments, program evaluation, research ethics, the structure of research reports and strategies for literature searches. The course seeks to be applicable and useful for both professional and personal growth and includes lectures, discussion and practice exercises. Offered alternate years.

**PSYC 701W**  
Research and Psychological Testing (1)  
Designed to be as experiential as possible, this course covers psychological testing and assessment in the context of counseling psychology and psychological research. Course work seeks to be applicable and useful for both professional and personal growth and includes lecture, discussion and exercises.
PSYC 702
Assessment and Appraisal (2)
This course provides students with a broad understanding of important topics in appraisal and its application to counseling. Included are group and individual psychometric theories and approaches to appraisal; data and information-gathering methods; validity and reliability; psychometric statistics; and factors influencing appraisals. Students also explore the possible implications of a contemplative counseling model in applying appraisal methods. Offered alternate years.

PSYC 708
Buddhist Psychology IV: The Practice of Psychotherapy and the Path of the Bodhisattva (2)
The Mahayana ideal of the bodhisattva, one who dedicates his or her life to the welfare of others, can be an inspiration for the psychotherapist. This course focuses on the example of the bodhisattva and the practice of the six paramitas, or transcendent actions, as they apply both to the students’ own development and to working with therapy clients. Understanding compassion as the basis for ethical behavior and the appropriate setting of boundaries in the clinical relationship is stressed. Classical texts, contemporary commentaries and clinical writings are studied. Additional fee for one-on-one meditation instruction.

PSYC 709
Buddhist Psychology V: Mandala and Clinical Applications (0.5)
Teachings on the mandala principle are introduced as they apply to clinical work, including advanced study of the five “Buddha Families” as potent resources available to therapy clients. Taken during the internship year, the class has a format that includes group meditation and exploration of clinical topics in light of Buddhist teachings from previous course work. Additional fee for one-on-one meditation instruction.

PSYC 718
Community (2)
The practice of being in community is one of the powerful teaching vehicles in this program. Students learn from each other through positive support, conflict and the myriad ways they interact with each other. This course provides the opportunity to study roles, subgroups, group mores, interaction patterns and pluralistic trends. Each individual works with the tensions aroused in himself or herself through participation in the group and explores ways to be involved and to include others thereby contributing to the overall health of all the individuals and the community at large.

PSYC 719
Group Process V (1)
A continuation of PSYC 639.

PSYC 728
Therapeutic Relationships I (2)
Introductory exploration of the professional practice of psychotherapy, which is seen as the joining of the personal discipline of mindfulness/awareness practice that cultivates self-understanding with the interpersonal discipline of cultivating healing relationships. The course includes both experiential and intellectual components, and emphasizes current counseling theories and their applications, a culturally sensitive orientation to the fundamental health of the human mind, and contemplative self-care strategies for working with human suffering and cultivating wellness. The course utilizes experiential training and practice in clinical skills and on-the-spot feedback.
PSYC 778
Transitions, Lifestyles and Career Development (2)
Major life transitions are explored, including lifestyle choices, career selection, identity shifts, relational transitions and transitions between life and death. Beginning with an exploration of transitional space, paradox and play, students are encouraged to integrate impermanence, interdependence and groundlessness. A significant focus of the class is major career theorists and the foundations and practice of career counseling. Students apply the class material to their own major life transitions including the changes involved in beginning their graduate study.

PSYC 788
Therapeutic Relationships III (2)
The emphasis in this course is on preparing for and deepening students’ learning in the internship, including an exploration of culturally sensitive professional counseling roles within different treatment settings; working in collaborative, interdisciplinary environments; and models of supervision and consultation. Students deepen and build on the learning from previous course work and further integrate their application of contemplative grounding and opening practices for both therapist and client. This course provides integrated approaches to clinical work, including several conventional approaches and more specialized contemplative approaches.

PSYC 789
Maitri II (2)
Conducted as a four-week residency, the Maitri program emphasizes the relationship between individual contemplative practice and working with others both in the Maitri community and in clinical practice. Intensive sitting meditation, walking meditation, Maitri space awareness practice and community living provide opportunities for increased self-understanding, self-acceptance and openness to differences. These learnings continue to form the ground upon which ethical and healing relationships may be cultivated. The academic portion of the program focuses on the Lojong teachings of the Buddhist Mahayana tradition and their application to clinical work. Additional fee for room and board.

PSYC 798
Theory and Practice of Group Psychotherapy (2)
A comprehensive introduction to the theoretical and practical aspects of group theory and effective group leadership. Theories of group dynamics and approaches to group therapy are studied. Issues considered include factors that affect group dynamics such as selection criteria, group size, composition and group theme. Group leadership is discussed in the context of leadership style and approach regarding the contract, group resistance, transference and countertransference, cohesion, diversity issues, aggression and hostility, and acting out. Students have the opportunity to lead practice groups and receive feedback from the instructors.

PSYC 808
Field Placement I (3–5)
During this nine-month internship, students work twenty to thirty hours per week (minimum of 700 hours required) in a psychological fieldwork setting. While studying and working alongside mental health professionals, students bring the principles of contemplative psychotherapy to the practices of counseling, therapy, group work and patient care.

PSYC 818
Clinical Tutorial I (2)
During the internship year, students meet weekly in small groups with members of the clinical faculty and use a contemplative approach to case presentation. These presentations are directed toward a deeper understanding of how the principles of contemplative psychotherapy manifest in clinical work. Group members also practice clinical skills in these groups.

PSYC 858
Field Placement II (3–5)

PSYC 864
Contemplative Psychotherapy Practicum (3)
The Contemplative Psychotherapy Practicum is designed to provide a supportive and instructional forum for students’ initial experiences counseling clients in clinical settings. The practicum provides for the continued development of counseling and therapeutic skills with consultation and supervision, utilizing both group and triadic models. Students discuss professional and personal issues as they relate to their development as beginning counselors. Topics include understanding client issues for a specific theoretical orientation, including a contemplative therapeutic approach, case planning, clinical decision-making, client transference and therapist countertransference, as well as dynamics of the student-supervisory relationship, organizational issues at the site, and balancing personal and professional responsibilities.

PSYC 868
Clinical Tutorial II (2)
A continuation of PSYC 818.

PSYC 874
Extended Clinical Tutorial (0.5–2)
Students who have not completed internship may be required to register for extended clinical tutorial. See Special Student Status in the Academic Information section. May be repeated.
PSYC 881
Extended Paper (Section B) (0.5)
Students who have not completed the paper may qualify for an extension of the paper semester. See Special Student Status in the Academic Information section. May be repeated.

PSYC 888
Master's Paper Seminar (1.5)
This class supports students in the preparation of the master's paper. See program description for more details. Students present their work to fellow students and members of the clinical faculty. Grading is on a pass/fail basis.

PSYC 889
Maitri III (0.5)
A weeklong retreat held during spring break, the third-year Maitri program brings attention to endings: the ending of the three-year program for the students and the termination process in therapy. Students are encouraged to bring mindfulness and awareness to the experiences that arise during termination. The traditional teachings on death and dying found in the *Tibetan Book of the Dead* provide surprisingly relevant guidance for the contemporary therapist in dealing with endings of all kinds. Additional fee for room and board.
Since 1984, the Somatic Counseling Psychology Department has organized itself around a belief that therapeutic change occurs through direct experience of the present moment. One of the ways to engage the present moment is to stay awake in the body—the sensing, emoting and thinking body. Healing, in this context, follows the continuous dialogue of sensing the inner and outer world in a deeper and more conscious fashion. This process integrates the sensations of the body in order to organize behavior in more satisfying and contributive ways. In the Somatic Counseling Psychology Department, traditional counseling skills, the body, movement and sensorimotor tracking are brought intimately together in the process of psychotherapy. These aspects are studied and practiced in order to stimulate awareness, repattern ill-fitting constructs and organize more fulfilling behaviors.

The Somatic Counseling Psychology Department offers two unique programs designed to train students in the clinical practice of somatically oriented counseling psychology. Students choose between one of two possible concentrations: Dance/Movement Therapy or Body Psychotherapy. Both programs offer extensive study, training and supervision in traditional practices of psychotherapy that address the sensory and expressive life of the whole being.

“Movement, to be experienced, has to be ‘found’ in the body, not put on like a dress or a coat. There is that in us which has moved from the very beginning: it is that which can liberate us.”

—Mary Starks Whitehouse, dance/movement therapist and founder of Authentic Movement

“The body is the sanctuary of the soul.”

—Ilana Rubenfeld, body psychotherapist and creator of Rubenfeld Synergy Method
The 60-credit MA Somatic Counseling Psychology program provides students with the theoretical, clinical and professional skills to be effective psychotherapists grounded in the integration of body, mind and movement. The program integrates personal and professional learning in a contemplative and somatic framework, stressing the interwoven nature of sensation, emotion, thought and movement. The curriculum focuses on awareness practices, movement disciplines, counseling techniques, multicultural perspectives and scholarly pursuits that prepare students to be of service both to themselves and others. Students train in Attachment Theory, Object Relations, Self Psychology and Gestalt-based modalities as well as science-based and intuitively based forms, blending clinical neuroscience and behavioral medicine with Somatic Counseling Psychology. In addition, both concentrations focus on the power of the creative experience, coupled with the healing properties of conscious movement sequencing. Both the Dance/Movement Therapy and the Body Psychotherapy concentrations learn the foundational principles of the Kestenberg Movement Profile, Laban Movement Analysis and Body-Mind Centering™ as evaluative tools that establish a common language for assessing the body at rest and in motion.

The program prepares graduates for a career that makes use of recent research advances that validate and extend their field. To facilitate this type of learning, students are required to complete thirty one-hour sessions in a counseling/therapy relationship with a qualified psychotherapist of their choice (cost of sessions is not included in tuition cost). This component emphasizes the importance of self-reflection and firsthand experience as a client with individual counseling therapy.

2010–11 ADMISSION REQUIREMENTS: MA SOMATIC COUNSELING PSYCHOLOGY
1. Standard graduate admission requirements (see p. 20). (The Somatic Counseling Psychology application includes a supplemental application form and a supplemental prerequisite form.)
2. A bachelor’s degree, preferably in a field related to dance/movement therapy and/or body psychotherapy and the helping professions.
3. All applicants must have strong academic skills, be motivated to work with others and demonstrate a high level of body integration.
4. Selected applicants will be asked to come to the university to participate in an interview process consisting of both group and individual interviews. Interviews are normally held in March, April and May. Applicants’ admissions files must be complete before the interview.
5. Both concentrations in the Somatic Counseling Psychology program have the following admission requirements: a) 3 semester credit hours (or 45 class contact hours) of course work with the grade of "C" or above from an accredited college must be completed in each of the following: Introduction to Psychology, Abnormal Psychology, Theories of Personality and Anatomy. b) A minimum of 100 hours of fieldwork experience in service to others (e.g., mental health work, hospital work, hospice, community projects, etc.).

**Dance/Movement Therapy**

Approved by the American Dance Therapy Association since 1987, the Dance/Movement Therapy (D/MT) program concentrates on the power of the creative experience, coupled with the healing properties of conscious movement sequencing. Students in the Dance/Movement Therapy concentration are trained in classical as well as innovative forms of Dance/Movement Therapy, specializing in the work of the pioneers Chace, Evan, Whitehouse, Espenak, Schoop and Hawkins. In addition, the Dance/Movement Therapy concentration focuses on Object Relations and Self Psychology as well as the Gestalt-based Moving Cycle, Authentic Movement and the interface of Dance/Movement Therapy with modern models of sensorimotor tracking. Dance/Movement Therapy students are also invited to dive deeply into the creative process using the tools of imagery, improvisation, rhythm, spontaneity, metaphor and presence, to activate expressivity and aliveness in themselves and thereby in those with whom they will ultimately work.

**Additional Requirements for Dance/Movement Therapy**

1. One to two years of regular formal and/or informal training with at least three of the following forms: modern, ballet, jazz, tap, folk dance, ethnic dance, yoga, t’ai-chi ch’uan, aikido. Authentic Movement, NIA, Gabrielle Roth’s Five Rhythms, Continuum Movement.

2. Intermediate competency in modern dance technique and/or a maturity with integrating body and spatial awareness.

3. Experience with improvisation and exposure to composition, performance, dance history and choreography.

**Requirements: MA Somatic Counseling Psychology: Dance/Movement Therapy Three-Year Plan**

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<thead>
<tr>
<th>Year</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>First year, fall</td>
<td>PSYS 500</td>
<td>MASCP Program Orientation Seminar (noncredit)</td>
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<td>PSYS 606</td>
<td>Counseling Relationships I: Verbal and Nonverbal Skills (2)</td>
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<td>PSYS 616</td>
<td>Foundations of Dance/Movement Therapy (3)</td>
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<td>PSYS 621</td>
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<td>PSYS 613</td>
<td>Social and Multicultural Foundations (3)</td>
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<td>PSYS 672</td>
<td>Lifestyles and Career Development II: Career Selection and Professional Decision Making (1)</td>
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<td>Group Process and Dynamics (3)</td>
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<td>PSYS 605</td>
<td>Advanced Clinical Skills I (2)</td>
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<td>Second year, fall</td>
<td>PSYS 682</td>
<td>Human Growth and Development (3)</td>
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<td>PSYS 706</td>
<td>Specialized Approaches in Dance/Movement Therapy: Therapist as Artist (2)</td>
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<td>Group Community Skills III (noncredit)</td>
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<td>Current Methods and Skills of Psychotherapy (3)</td>
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<td>Lifestyles and Career Development III: Theory and Counseling Strategies (1)</td>
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Body Psychotherapy

The Body Psychotherapy concentration draws upon the diverse field of body-centered psychotherapy and trains students to integrate bodywork, movement and somatic education principles with counseling and psychotherapy skills. Formed alongside modern Western psychotherapy through the work of Reich, Lowen, Keleman, Perls, Kurtz, Gendlin and others, it integrates traditional therapeutic practices with attention to sensation and body states, allowing unconscious material to manifest and be worked with using breath, touch, movement, sensation and imagery. The Body Psychotherapy concentration focuses on the classical energy model of body psychotherapy, as well as Object Relations and Self Psychology, the Gestalt-based Moving Cycle and other modern models of sensorimotor tracking, conscious movement and relational techniques.

Additional Requirements for Body Psychotherapy

One to two years of regular formal or informal training with somatic practice(s) demonstrating interest in work focused on the human body. Possibilities include Rolfing®, Structural Integration, Bartenieff Fundamentals™, Aston-Patterning®, Ortho-Bionomy, Body-Mind Centering®, aikido, Body-Mind Psychotherapy, Somato Respiratory Integration™, Lomi, Gestalt training, Hakomi, Laban Movement Analysis, Sensorimotor Psychotherapy, Reichian therapy, Alexander Technique, bioenergetics, Feldenkrais®, Radix, Polarity Therapy, acupunture, acupressure, Qi Gong, physical therapy, occupational therapy, Biodynamic Training, Somatic Experiencing®, some types of fitness trainings, some Reiki trainings, some yoga instructor trainings, some yoga therapy trainings, some Pilates trainings and some massage certifications, other forms will be evaluated by the department if necessary.
Third year, fall
PSYS 710 Family Systems Skills II: Relationship, Sexuality and Couples Therapy (2)
PSYS 778 Lifestyles and Career Development III: Theory and Counseling Strategies (1)
PSYS 816 Internship Placement I (0.5)
PSYS 823 Group Community Skills V (noncredit)
PSYS 827 Internship Seminar I: Body Psychotherapy (2)
PSYS 837 Thesis Research Seminar II (0.5)
PSYS 856 Professional Orientation (3)
SUBTOTAL 9

Third year, spring
PSYS 853 Group Community Skills VI (noncredit)
PSYS 866 Internship Placement II (0.5)
PSYS 875 Internship Seminar II: Body Psychotherapy (2)
PSYS 881 Extended Thesis (0.5)
SUBTOTAL 3
TOTAL CREDITS 60

Internship
Students in the Somatic Counseling Psychology program are required to complete a 200-hour clinical fieldwork/practicum placement (100 hours of which must be completed before program entrance) and a 700-hour clinical internship. This requirement involves 70 hours of both group and individual clinical mentorship by a registered dance/movement therapist or body psychotherapist. If the student has not completed the clinical fieldwork/practicum after completing the required course work or is completing clinical internship hours at a site during the summer, the student must enroll in PSYS 877, Extended Internship Placement, for every semester (including summer) until graduation or clinical internship completion.

Thesis
Students in both concentrations are required to complete a scholarly thesis, a written document that demonstrates the student's clinical excellence, academic scholarship and understanding of research concepts and writing proficiency. The thesis must be written in APA format and approved by the department in order for the student to graduate. If a student has not completed the thesis after taking the required thesis course work, the student must enroll in PSYS 881, Extended Thesis, every semester (including summer) until graduation.

Program Support and Student Success
It is essential that students understand that acceptance into the program does not guarantee its completion. Over the course of a student’s journey, the student and/or the department may find that the student is not able to meet or sustain the level of clinical skill or professionalism that the department or the field requires. While the department has structures to support the students’ efforts to achieve success, it cannot be guaranteed.

Licensure
Learners are strongly encouraged to carefully research the educational requirements for the intended licensure or certification in the state(s) where they intend to seek licensure or certification. Please see page 127 for further information about the curriculum of the various Graduate School of Psychology counseling programs and licensure/certification eligibility.

American Dance Therapy Association
The Dance/Movement Therapy concentration is designed in accordance with the training guidelines of the American Dance Therapy Association (ADTA) and has been an ADTA-approved program since 1987. The Dance/Movement Therapy concentration fulfills the requirements for the ADTA’s initial registration as a Dance Therapist Registered (DTR). Program graduates may apply for the DTR credential with the ADTA immediately upon graduation.

Santa Barbara Graduate Institute
The Santa Barbara Graduate Institute (SBGI) offers advanced placement in their Clinical Psychology, Somatic Psychology and Pre- and Perinatal Psychology doctoral programs for students who have completed an MA degree from the Somatic Counseling Psychology Department at Naropa University. This advanced placement would eliminate one year of course work from a three-year PhD program. Contact SBGI for more information and to confirm the availability of this option at www.sbgi.edu.

International Somatic Movement Education and Therapy Association
It is possible for a student graduating from the Somatic Counseling Psychology Department to use core and elective classes to fulfill many of the requirements for the International Somatic Movement Education and Therapy Association’s (ISMETA) certification as a Registered Somatic Movement Therapist (RSMT) and/or Registered Somatic Movement Educator (RSME).

SOMATIC COUNSELING PSYCHOLOGY COURSES
Graduate
500–599 graduate-level electives and introductory courses
600–699 intended primarily for first-year graduate students
700–799 intended primarily for advanced graduate students
800–899 primarily for master’s thesis, projects, internship, field placement, etc.
SOMATIC COUNSELING PSYCHOLOGY (PSYS)
PSYS 500
MASCP Program Orientation Seminar (noncredit)
As a part of orientation, the Somatic Counseling Psychology Department holds a new student overnight retreat at the beginning of each school year. This retreat immerses students in opportunities to get acquainted with each other, with the department and with our mission as a university from an experiential perspective. The students meet from Friday afternoon at 2 p.m. to Saturday at 6 p.m. Somatic Counseling Psychology students only. Special fee.

PSYS 605
Advanced Clinical Skills I (2)
Experiential and theoretical course applying the basic form of Authentic Movement and other movement and somatically based modalities to issues pertaining to advanced clinical theory, and its application by counselors, dance movement therapists and body psychotherapists. In particular, this course explores developmental theory through the lens of Objective Relationship, Self Psychology and Attachment Theory, and its implications for clinical practice. Through classroom practice sessions and assignments, students have ample opportunities to continue to develop and refine clinical skills.

PSYS 606
Counseling Relationships: Verbal and Nonverbal Skills I (2)
Introduction to the basic forms and practices of facilitating body and movement-centered therapy and counseling sessions with individuals. Emphasis is on the stages of counseling, basic counseling skills, attitudes and values of the counselor and the importance of the counseling relationship. Skills covered include: facilitating a client through the developmental stages of individual process; basic attendance; finding unconscious associations; identifying and working with sensation and movement; cultivation of empathic, compassionate, non-judgmental states; and sensitivity to and methods for working with diverse populations. Methods of instruction include in-class role playing with supervision, relevant readings, reflection papers, and a final exam which integrates the students’ learning.

PSYS 607
Appraisal: Clinical Assessment (3)
Student clinicians are provided a working knowledge of the skills and tools used in the clinical process of assessing, diagnosing and treating psychiatric syndromes and populations. The course content explores the basic aspects of psychometric testing, including validity, reliability and professional and ethical considerations associated with assessment and testing. In addition, students are introduced to the major diagnostic categories within the DSM-IV-TR as a tool for understanding states of individual psychopathology. Prerequisite: Abnormal Psychology or psychopathology requirement and PSYS 687. Somatic Counseling Psychology students only.

PSYS 613
Social and Multicultural Foundations (3)
Psychotherapists work with clients who, in many cases, come from vastly different cultures than those of themselves, whether measured by ethnicity, gender, sexual orientation, age, class or race. This course introduces the student to the basic theories and practices of culturally competent counseling via examining the student’s own culture, biases and internalized oppressions. Somatic Counseling Psychology students only.

PSYS 616
Foundations of Dance/Movement Therapy (3)
An experiential and didactic introduction to the field of Dance/Movement Therapy, including its historical roots and evolution, the contributions of major pioneers in the field, and the beginning exploration of various theoretical models and their implications for clinical practice based on a commitment to diversity, service and contemplative practice. Designed to introduce students to the diversity of the work of dance/movement therapists with both groups and individuals, and to begin to prepare students to facilitate dance/movement therapy with a wide range of clients.

PSYS 621
Body/Movement Observation and Assessment I (3)
In this course students look at how the mind is expressed through the body. The focus is placed on gathering the basic terms and concepts necessary to cultivate the skill of seeing the body descriptively both in stillness as well as in motion. A range of observation and assessment models specific to dance/movement therapy and body psychotherapy is introduced: including morphological, developmental, energetic, segmented, process-oriented and archetypal frameworks. The overarching context for encapsulating these concepts is through the lens of Laban Movement Analysis (LMA).

PSYS 623
Group Community Skills I (noncredit)
This two-semester laboratory is designed to provide students with an opportunity to learn experientially about group dynamics and leadership. Through personal exploration, communication skills practice and integration of and participation in group relationship, this class serves as a clearinghouse for student questions, conflicts and problem solving regarding group dynamics. Somatic Counseling Psychology students only. Special fee.
PSYS 626  
Foundations of Body Psychotherapy (3)  
Students learn the theoretical and practical roots of body psychotherapy, beginning with the Freudian era and sequencing through current times. The field is viewed from the perspective of the contributions of its founders, as well as from the therapeutic paradigms they represent. Demonstrations and practical exercises give students a chance to experience these modalities in action and to learn basic clinical techniques. Somatic Counseling Psychology students only.

PSYS 632  
Lifestyles and Career Development I:  
Identity and Life Transitions (1)  
An exploration of adult career transitions and their implications for lifestyle and career counseling. Topics include lifestyle issues, career selection and counseling processes, career transitions, leisure, retirement and right livelihood. This course provides students with an understanding of career development and related life factors including the interactions between self, work, family and the roles of gender and diversity in career development. Students address life transitions that apply to career assessment, development and the counseling process, familiarizing themselves with standardized assessment tools and the career counseling intake process. Students explore and cultivate their own motivations, capacities and interests in relationship to being of service to others through a fieldwork/practicum placement. Somatic Counseling Psychology students only.

PSYS 637  
Body/Movement Observation and Assessment II (2)  
Students learn to appraise how ego structures such as self-image, identity, object relations and superego manifest in the body as patterns of alignment, proportion and strategies for balance. Methods are explored for gathering information to clarify the relationship between observed physical patterns and clients’ inner physical and psychological experience, as the basis for developing a treatment plan. Concepts from the movement education systems are applied to treatment. Students learn strategies for working with diverse family systems and work experientially with genograms.

PSYS 646  
The Body in Meditation and Psychotherapy I (1)  
Students begin to explore the relationship between meditation and working with others psychotherapeutically. The first person one ever works with is oneself. The practice of mindful-awareness kindles this ground with openness, curiosity, gentleness and nonjudgment. It allows any moment of living experience to be touched, embraced and learned from. Through practice, intrinsic sanity arises and the first realization that mind exists—and then that it does not. Students look at the relationship between sanity, neurosis, space and energy.

PSYS 649  
The Body in Meditation and Psychotherapy II (1)  
Further topics in the areas of somatically-based contemplative practices are explored.

PSYS 653  
Group Community Skills II (noncredit)  
A continuation of PSYS 623. Somatic Counseling Psychology students only. Special fee.

PSYS 656  
Counseling Relationships:  
Verbal and Nonverbal Skills II (2)  
Using direct experiences to develop clinical counseling skills, this advanced class works with the basic forms and practices of facilitating body and movement-centered therapy and counseling sessions with individuals. The skills covered include: working with resistance, emotional arousal, therapeutic transference/countertransference, character strategy, relationship issues, and energy states. Examples will be given of how the skills apply in various settings to diverse populations. Methods of instruction include in-class role playing with supervision, relevant readings, reflection papers, and a final exam which integrates the students’ learning.

PSYS 657  
Clinical Neuroscience (3)  
The neuroscience underlying human development and the resulting verbal and nonverbal counseling strategies are introduced. Cutting-edge research in the areas of the triune brain, left/right hemispheres, neural plasticity and neural networks allows us to construct “brain smart” clinical interventions. Specific attention is paid to theories of attachment and bonding, physical development, conscious versus unconscious processing, the emotional brain and the early interactional environment. Each topic is tied to clinical intervention strategies for both adults and children.

PSYS 660  
Family Systems Skills I: Methods of Family Therapy (2)  
The exploration of family and social systems as higher levels of body organization, the course combines family and social systems theory with somatic perspective to provide an overview for treatment. Students learn skills for working with diverse family systems and work experientially with genograms.

PSYS 672  
Lifestyles and Career Development II (1)  
Further development of career development theory and decision-making models. Students learn career development program planning, placement, organization, implementation, administration and evaluation. Students address the symbiotic relationship between learning in the classroom and clinical applications in the community as they explore and reflect.
on their own career development. This course serves as an opportunity for students to study the relevance of Counseling Psychology to marginalized and oppressed as well as privileged populations through a Fieldwork/Practicum Placement. Somatic Counseling Psychology students only. Prerequisite: PSYS 632.

PSYS 682
Human Growth and Development (3)
An overview of the major theories of psychological development across the lifespan. Information from a broad range of perspectives is covered including biological, psychoanalytic/dynamic, cognitive, social learning and cross-cultural. Somatic Counseling Psychology students only.

PSYS 683
Group Process and Dynamics (3)
Introduces beginning dance/movement therapists and body psychotherapists to the skills they need to lead clinically focused therapy groups. These skills include an understanding of: group formation, the developmental stages of groups, group norms, multicultural issues in groups, methods for soliciting and integrating minority member influences, styles of communication among group members, group dynamics, group leadership styles, and group productivity. Specific movement-oriented, body-based interventions will be discussed and practiced in experientials and student-led group facilitations.

PSYS 687
Clinical Orientation (2)
The purpose of this course is to provide a supportive forum for beginning dance/movement therapists and body psychotherapists to integrate the basic principles of working within the community and the mental health care system from a body-centered, movement-oriented perspective. This course integrates academic study and skills practice with community-based learning and offers student support around internship placement issues as well as structured clinical training. Requirement: Completion of 100-hour fieldwork placement. Somatic Counseling Psychology students only.

PSYS 699
Independent Study (1–3)

PSYS 700
Research and Statistics (3)
A survey of research methods and statistics as they apply to counseling psychology, psychotherapy, dance/movement therapy and body psychotherapy. Topics include philosophical issues, rigor, types of psychological research, descriptive and inferential statistics, experimental and correlational methods, qualitative methods, test construction and interpretation, program evaluation, research ethics and strategies for literature searches. The course seeks to be applicable and useful for both professional and personal growth and includes lecture, discussion and practice exercises.

PSYS 706
Specialized Approaches in Dance/Movement Therapy: Therapist as Artist (2)
An exploration of the creative healing arts and the therapist’s role as artist. Theories of imagination and creativity, and their relevance to personal creative process and clinical skill building are examined. In addition, this course focuses on the therapeutic value of the creative art therapy modalities: art, drama, dance, poetry/writing, and music. Students explore how the imagination heals and renews itself through each modality. Readings, discussion, in-class experientials, out of class practice and guest lecturers provide an overview of theory, techniques and considerations for special populations. Emphasis is on the integration and application of creative modalities, the artistic experience and therapeutic skills in working with clients.

PSYS 710
Family Systems Skills II:
Relationship, Sexuality and Couples Therapy (2)
Family systems are deeply influenced by the relational patterns of the couple forming the parenting unit. These patterns are programmed in early family dynamics and manifest in implicit actions such as movement, voice tone, facial expression, posture, gesture, breath, energy, muscular tonicity, sexual dynamics and so on. This course offers theories and verbal and nonverbal techniques to work with relational patterns in order to develop greater intimacy, differentiation and sexual passion as a foundation for current definitions of family.

PSYS 715
Specialized Approaches in Body Psychotherapy:
Trauma, Resilience and Change (2)
An advanced theory and skills course that studies both developmental and traumatic wounding, and the adult patterns of thought, emotion and behavior these wounds create. Using various methodologies, students gain a somatic understanding of trauma and its physiological and psychological effects. Practical somatic techniques for contacting, accessing, deepening, processing, transforming and integrating developmental and traumatic experiences are taught.

PSYS 723
Group Community Skills III (noncredit)
A continuation of PSYS 653, Group Community Skills II. Somatic Counseling Psychology students only. $100 special fee.
PSY 736
Current Methods and Skills in Psychotherapy (3)
Major current approaches in psychotherapy theory and practice including Cognitive Behavior Therapy (CBT), Dialectic Behavior Therapy (DBT) and Solution Focused Therapy are explored. Students have the opportunity to examine how each of these methods operates independently and also how they interface with more traditional approaches. Students also begin to work with these approaches in a way that builds clinical skill development in alignment with a somatic psychotherapy orientation.

PSY 753
Group Community Skills IV (noncredit)
A continuation of PSYS 723, Group Community Skills III. Somatic Counseling Psychology students only. $100 special fee.

PSY 756
Advanced Clinical Skills II (2)
The objective of this course is to support students in refining the basic elements of their therapeutic skill set in preparation for clinical placements. In addition, several advanced clinical skills are also introduced. In particular, students refine their skills in identifying and working with resistance or therapeutic ambivalence, develop greater facility in tracking transference and countertransference in the therapeutic relationship, and cultivate greater facility in using touch, imagery, music, rhythm, props, somatic tracking and verbalizations to help clients move toward a further level of intrapsychic and interpersonal integration.

PSY 778
Lifestyles and Career Development III: Theory and Counseling Strategies (1)
A continuation of Lifestyles and Career Development I and II, this course further addresses career development theories, techniques, counseling, guidance and education strategies. Students learn and become familiar with occupational and educational information sources and systems, effectiveness evaluation, and assessment tools and resources. Attention is paid both to the students’ personal experience and also to the implications for counseling others.

PSY 789
Comprehensive Exam (0.5)
All students in their second year receive a list of comprehensive questions that test their theoretical knowledge and how it integrates with clinical skills in their field of study. Students prepare and present a professional portfolio demonstrating their knowledge and cumulative graduate-level contributions from their first two years of study.

PSY 816
Internship Placement I (0.5)
Internship is defined as basic and intermediate clinical and education exposure in a clinical treatment setting. The intern is an active member of the treatment team, contributing his or her specific areas of knowledge toward the achievement of treatment goals established for clients or patients, with appropriate supervision and guidance. Along with the internship facility supervisor, the instructor and a chosen clinical mentor provide suggestions and feedback to the intern throughout the internship placement. Students receive credit that may be included in their applications for fulfilling the 700 hours of internship required to fulfill current state of Colorado licensure (LPC) requirements, and for clinical mentorship.

PSY 823
Group Community Skills V (0.5)
Further practice of the skills and techniques covered in Group Community Skills I–IV, with an emphasis on students’ professional development in group process and leadership. Somatic Counseling Psychology students only. $50 special fee.

PSY 826
Internship Seminar I: Dance/Movement Therapy (2)
After completing second-year requirements, each Dance/Movement Therapy student enters a clinical internship and under ADTR mentorship, leads dance therapy sessions and groups. The internship consists of 700 hours and includes participation in treatment team meetings, documentation, clinical supervision and in-service education. The classroom seminar focuses on clinical mentorship with supplemental readings and also addresses integral issues in the transition from student therapist to professional therapist. Dance/Movement Therapy students only.

PSY 827
Internship Seminar I: Body Psychotherapy (2)
This course is for Body Psychotherapy students who have completed their second-year requirements. The internship consists of 700 hours and includes participation in treatment team meetings, documentation, clinical supervision and in-service education. The classroom seminar focuses on clinical mentorship with supplemental readings and also addresses integral issues in the transition from student therapist to professional therapist. Body Psychotherapy students only.

PSY 836
Thesis Research Seminar I (0.5)
This course is designed to prepare students to write a scholarly master’s thesis that reflects the integration of training, clinical experience, theory and evaluation and is an original contribution to the field. Students understand
the discrete elements of the thesis and the American Psychological Association guidelines. The class is a forum for generating topics and critiquing hypotheses and research designs. Somatic Counseling Psychology students only.

PSY 837
Thesis Research Seminar II (0.5)
A continuation of PSYS 836 designed to prepare students to write a scholarly master’s thesis that reflects the integration of training, clinical experience, theory and evaluation and is an original contribution to the field. Students understand the discrete elements of the thesis and the American Psychological Association guidelines. Class content directly addresses students’ particular needs as they develop their theses and is a forum for resources. Somatic Counseling Psychology students only.

PSYS 853
Group Community Skills VI (0.5)
Further practice of the skills and techniques covered in Group Community Skills I–V, with an emphasis on students’ professional development in group process and leadership. Somatic Counseling Psychology students only. $50 special fee.

PSYS 856
Professional Orientation (3)
A concluding seminar to help prepare the student for what to expect after graduation, the course focuses on ethical and legal issues, relationships to professional organizations and employment realities. Students develop awareness and skills in ethical decision making through review of professional and ethical codes, relevant legal statutes and case scenarios. Students also prepare written theoretical frameworks and résumés and do mock interviews to assist them with postgraduate employment and professional communication. American Dance Therapy Association registry and general licensure issues are also discussed. Prerequisite: PSYS 687. Somatic Counseling Psychology students only.

PSYS 866
Internship Placement II (0.5)
A continuation of PSYS 816. Students receive credit that may be included in their applications for fulfilling the 700 hours of internship required to fulfill current state of Colorado licensure (LPC) requirements, and for clinical mentorship.

PSYS 875
Internship Seminar II: Body Psychotherapy (2)
A continuation of PSYS 827, this course is for Body Psychotherapy students who have completed their second-year requirements. The internship consists of 700 hours and includes participation in treatment team meetings, documentation, clinical supervision and in-service education. The classroom seminar focuses on clinical mentorship with supplemental readings and also addresses integral issues in the transition from student therapist to professional therapist. Body Psychotherapy students only.

PSYS 876
Internship Seminar II: Dance/Movement Therapy (2)
A continuation of PSYS 826. After completing second-year requirements, each Dance/Movement Therapy student enters a clinical internship and under ADTR mentorship, leads dance/movement therapy sessions and groups. The internship consists of 700 hours and includes participation in treatment team meetings, documentation, clinical supervision and in-service education. The classroom seminar focuses on clinical mentorship with supplemental readings and also addresses integral issues in the transition from student therapist to professional therapist. Dance/Movement Therapy students only.

PSYS 877
Extended Internship Placement (0.5)
The purpose of this course is to provide continued support and clinical mentorship for students who have not completed their required clinical internship placement(s) during the sequence of Internship Placement I and Internship Placement II. Required for any student who has completed Internship Placement I and II and who still remains in a clinical internship placement.

PSYS 881
Extended Thesis (0.5)
Required for all Somatic Counseling Psychology students who have finished five semesters of course work and who have yet to finish their theses, this class is to be taken the fifth semester of study, and subsequent semesters, until the thesis is completed. Somatic Counseling Psychology students only.
“Transpersonal psychology builds on other psychological disciplines but embraces human spirituality. It is more comprehensive and to that extent more truthful.”
—Ken Wilber, leading transpersonal theorist and noted writer

Transpersonal psychology is an inclusive umbrella for many approaches that consider human experience in a spiritual context. Standing for the study and cultivation of the human potential for wholeness, the field seeks to understand the person from a nondualistic point of view. The diversity of approaches in transpersonal psychology provides a healthy environment for engaged dialogue, critical analysis and cross-fertilization of knowledge. Transpersonal psychology provides a foundation for counseling practices and other forms of service designed to relieve suffering and awaken the wisdom of body and mind.

In a setting of collaborative inquiry, students engage in a process that emphasizes intellectual, emotional, social and spiritual awareness. Mindfulness and awareness practices are a foundation of the program that assists students in making compassionate contact with their own experience. Experiential learning helps to embed these qualities in the context of working with others. The program focuses on exploring the underlying orientation, development and personal journey of the student. Depth work is designed to open new possibilities for inner growth, enhanced relational skills and professional competence.

The department offers a Master of Arts degree in Transpersonal Counseling Psychology with concentrations in Counseling Psychology, Art Therapy and Wilderness Therapy. Many graduates are hired to work in community mental health agencies; others choose private practice. In addition, a low-residency Master of Arts degree program in Transpersonal Psychology and a low-residency concentration in Ecopsychology are offered.
GRADUATE STUDY
MA in Transpersonal Counseling Psychology
This three-year, full-time program is composed of four key elements: transpersonal and contemplative orientation; theoretical, experiential and clinical training courses; the counseling experiential; and the internship.

Transpersonal and contemplative courses survey the interplay between psychology and spiritual paths, provide training in moment-to-moment awareness, offer opportunities for the development of compassion and introduce various body awareness disciplines. Students maintain a contemplative practice throughout the program.

Theoretical, experiential and clinical training courses offer various views of psychology, counseling and healing. Clinical courses include participation in group process and skills courses emphasizing personal and professional development.

The counseling experiential requires participation in a counseling relationship with documentation of a minimum of thirty one-hour sessions with a qualified psychotherapist.

2010-11 ADMISSION REQUIREMENTS: MA TRANSPERSONAL COUNSELING PSYCHOLOGY
The basic prerequisites to all of the three counseling concentrations are the following:
1. Standard graduate admission requirements (see p. 20).
2. Course work in Abnormal Psychology, Developmental Psychology and Theories of Personality.
3. Prior work experience in a clinical setting recommended; experience in working with others essential.
4. Personal maturity and good written and verbal communication skills.
5. Supplemental application(s).
6. An on-site interview is required for all applicants who are being considered.
Concentration Areas
There are three areas of concentration within the Transpersonal Counseling Psychology Department: Counseling Psychology, Art Therapy and Wilderness Therapy. Each concentration has its own admissions process and a number of specialized courses for enrolled students. However, all three areas share a commitment to a transpersonal vision and excellence in counseling training.

Counseling Psychology
The Counseling Psychology concentration offers experiential and theoretical study that joins spirituality and psychology through methods such as meditation, Gestalt awareness, psychodynamic approaches and client-centered therapy. Together these media challenge students to deep inner personal exploration as well as focused relational work with others. Exploration of the psychotherapeutic process is balanced with personal reflection and shared observations with peers and instructors. Students choose from a variety of electives including specialized transpersonal approaches, meditation, marriage and family therapy, Jungian psychology and Gestalt therapy. The counseling concentration emphasis on integrating traditional and innovative methods provides students with a rich foundation for future service.

Applicants for the concentration in Counseling Psychology must meet all of the criteria listed on page 147.

REQUIREMENTS: MA TRANSPERSONAL COUNSELING PSYCHOLOGY
First year, fall
PSYT 610 Human Growth and Development through the Life Span (3)
PSYT 611 Helping Relationships I (3)
PSYT 621 Psychology of Meditation I: Mindfulness Training (3)
PSYT 721 Social and Cultural Foundations in Counseling (3)
SUBTOTAL 12

First year, spring
PSYT 660 Assessment and Appraisal in Counseling (3)
PSYT 661 Helping Relationships II (3)
PSYT 670 Transpersonal Psychology (3)
PSYT 720 Meditation Practicum I: Cultivating Awareness (1)
SUBTOTAL 10

First year, summer
Electives: Intensives and/or others (0–3)

Second year, fall
PSYT 601 Gestalt I: Awareness (3)
PSYT 668 Counseling Practicum (3) (Fa or Sp)

Second year, spring
PSYT 651 Gestalt II: Experiment (3)
PSYT 668 Counseling Practicum (3) (Fa or Sp)
PSYT 700 Research and Program Evaluation (3)
PSYT 740 Diagnostic Psychopathology (2)
PSYT 770 Meditation Practicum II: Developing Compassion (1)
Elective(s) (0–3)
SUBTOTAL 9–12

Second year, summer
Electives: Intensives and/or others (0–3)

Third year, fall
PSYT 800 Internship I (2)
PSYT 810 Professional Orientation and Ethics I (2)
Elective(s) (0–3)
SUBTOTAL 4–7

Third year, spring
PSYT 759 Transitions, Lifestyles and Career Development (3)
PSYT 850 Internship II (2)
PSYT 860 Professional Orientation and Ethics II (2)
Elective(s) (0–3)
SUBTOTAL 7–10
TOTAL CREDITS 60

Body awareness course (2 credits) may be taken at any time.

Art Therapy
As a hybrid profession, art therapy involves intensive studies in the visual arts, the social sciences and the development of solid counseling skills. Naropa’s innovative approach integrates these areas within a transpersonal framework. Grounded in a foundation of contemplative training, students pursue didactic and experiential course work in art therapy and transpersonal psychology.

This 62-credit Art Therapy concentration, approved by the American Art Therapy Association, consists of 32 credits of art therapy course work combined with 30 credits of transpersonal counseling psychology and contemplative studies. Students also participate in a minimum of 180 direct art contact hours of studio-based work.
Additional Admission Requirements for Art Therapy
Applicants must meet the criteria listed on page 147 and the additional requirements listed below:
1. Psychology course work (12 credits) including 9 credits required for all TCP concentrations and 3 additional.
2. Studio art classes (18 credits) including basic drawing (3), painting (3) and sculpture or clay (3).
3. Supplemental application including a twenty-slide portfolio representing work in a diverse selection of media including painting, drawing and three-dimensional work, as well as a description of the work.

Requirements: MA Transpersonal Counseling Psychology: Art Therapy
First year, fall
PSYT 604 Foundations of Art Therapy: Studio and Practicum (3)
PSYT 611 Helping Relationships I (3)
PSYT 621 Psychology of Meditation I: Mindfulness Training (3)
PSYT 634 History and Theory of Art Therapy (3)
Subtotal 12

First year, spring
PSYT 661 Helping Relationships II (3)
PSYT 670 Transpersonal Psychology (3)
PSYT 704 Group Dynamics and Leadership: AT (3)
PSYT 720 Meditation Practicum I: Cultivating Awareness (1)
Subtotal 10

Second year, fall
PSYT 610 Human Growth and Development through the Life Span (3)
PSYT 721 Social and Cultural Foundations in Counseling (3)
PSYT 734 Counseling for Child and Adolescent Populations (for Art Therapy students only) (3)
PSYT 740 Diagnostic Psychopathology (2)
Subtotal 11

Second year, spring
PSYT 624 Art Therapy Studio (2)
PSYT 660 Assessment and Appraisal in Counseling (3)
PSYT 668 Counseling Practicum (3)
PSYT 754 Art Therapy Skills IV: Adult Populations and Family Systems (4)
Subtotal 12

Third year, fall
PSYT 700 Research and Program Evaluation (3)
PSYT 804 Internship I: Art Therapy (2)
PSYT 814 Professional Orientation and Ethics I: Art Therapy (3)
PSYT 824 Internship Studio Methods I (0.5)
Subtotal 8.5

Third year, spring
PSYT 759 Transitions, Lifestyles and Career Development (3)
PSYT 844 Internship Studio Methods II (0.5)
PSYT 854 Internship II: Art Therapy (2)
PSYT 864 Professional Orientation and Ethics II: Art Therapy (3)
Subtotal 8.5
Total Credits 62

Wilderness Therapy
The Wilderness Therapy concentration (a 60-credit, three-year program) synthesizes clinical and theoretical coursework in counseling psychology, contemplative practice, adventure therapy and ecopsychology. The first year, students study the theoretical foundations of transpersonal counseling psychology, wilderness therapy and a variety of counseling skills. Second-year classes are woven through a series of intensives, primarily in outdoor and wilderness settings, integrating therapeutic practice with environmental awareness and outdoor skills. The third year, students complete an internship in a wilderness therapy setting. Courses, which combine online work and an on-campus intensive each semester, support internship placements and the completion of the research project.

Additional Admission Requirements for Wilderness Therapy
Applicants must meet all the criteria for the TCP Counseling program listed on page 147 and meet the following additional requirements:
1. Supplemental application.
2. Eleven-day wilderness trip.
3. Students will be required to complete a Wilderness First Responder course by the beginning of their second year.
4. Adequate physical condition to participate in the program’s field activities. This includes the ability to carry a forty- to fifty-pound backpack on and off trail for five to ten miles in a day; intermediate-level swimming ability; ability and willingness to participate in activities such as rock climbing, horseback riding and gardening.

Requirements: MA Transpersonal Counseling Psychology: Wilderness Therapy
First year, fall
PSYT 609 Wilderness Therapy Intensive (2)
PSYT 610 Human Growth and Development through the Life Span (3)
PSYT 612 Helping Relationships (WT) I (3)
PSYT 621 Psychology of Meditation I: Mindfulness Training (3)
PSYT 660 Assessment and Appraisal in Counseling (3)
Subtotal 14
**First year, spring**
- PSYT 662  Helping Relationships (WT) II (3)
- PSYT 700  Research and Program Evaluation (3)
- PSYT 720  Meditation Practicum I: Cultivating Awareness (1)
- PSYT 721  Social and Cultural Foundations in Counseling (3)
- PSYT 740  Diagnostic Psychopathology (2)

**SUBTOTAL 12**

**Second year, fall**
- PSYT 629  Family Systems Interventions: Equine-Assisted Settings (2)
- PSYT 706  Group Dynamics and Leadership I: WT (2)
- PSYT 707  Adult and Special Populations Interventions: Wilderness Therapy Settings (2)
- PSYT 708  Outdoor Skills I (2)
- PSYT 719  Ecopsychology: Transpersonal Perspectives (2)

**SUBTOTAL 10**

**Second year, spring**
- PSYT 627  Contemplative Perspectives and Practice I (1)
- PSYT 668  Counseling Practicum (3)
- PSYT 726  Group Dynamics and Leadership II: WT (3)
- PSYT 728  Outdoor Skills II (1)
- PSYT 742  Nature and Art: Expressive Therapies (2)
- PSYT 752  Children and Adolescent Interventions: Wilderness Therapy Settings (2)

**SUBTOTAL 12**

**Third year, fall**
- PSYT 755  Theories and Practice in Career Counseling I (1.5)
- PSYT 806  Internship I: Wilderness Therapy (2)
- PSYT 816  Professional Orientation and Ethics I: Wilderness Therapy (2.5)

**SUBTOTAL 6**

**Third year, spring**
- PSYT 765  Theories and Practice in Career Counseling II (1.5)
- PSYT 856  Internship II: Wilderness Therapy (2)
- PSYT 866  Professional Orientation and Ethics II: Wilderness Therapy (2.5)

**SUBTOTAL 6**

**TOTAL CREDITS 60**

**Student Success**
Due to the professional nature of our training programs for licensure, students are evaluated on an ongoing basis to assess their readiness for practicum, internship and progression in the overall program. Based on these assessments, the department may deny a student permission to continue in the program. Although grades are one indication of progress, other criteria for evaluation include how a student interacts with peers, faculty and administration, as well as how a student handles ongoing situations and feedback during the program.

**Internship for Clinical Programs**
The MA program in Transpersonal Counseling Psychology is directed toward careers in the clinical professions. For this reason, the 700-hour supervised internship is a core element of the curriculum. Clinical field placements are arranged through Naropa University and provide students with an opportunity to experience work in an area of specialization such as child and family therapy, crisis intervention, outpatient or inpatient care, or alcohol and drug abuse counseling. On-site supervision and classroom seminars provide support and opportunities for self-examination.

**Licensure for Clinical Programs**
Learners are strongly encouraged to carefully research the educational requirements for the intended licensure or certification in the state(s) where they intend to seek licensure or certification. Please see page 127 for further information about the curriculum of the various Graduate School of Psychology counseling programs and licensure/certification eligibility. The Art Therapy concentration within the Transpersonal Counseling Psychology (TCP) program has been approved by the American Art Therapy Association since 1998. Art Therapy graduates are eligible to apply to become a Registered Art Therapist (ATR) with the American Art Therapy Association (AATA) after completing the necessary postgraduation requirements.

**MA in Transpersonal Psychology**
The low-residency Master of Arts in Transpersonal Psychology (MATP) is a two-year, 36-credit program delivered primarily online. It integrates intellectual rigor, contemplative practice, personal development and applications of transpersonal psychology.

The curriculum includes required courses on foundations, theories and applications of transpersonal psychology, as well as meditation practice. The program begins in the summer semester. Two one-week summer intensives on campus provide community building and exploration of transpersonal practices and issues. All other course work may be completed online, or in some cases, through on-campus courses. This is not a counseling degree. Those who already have professional clinical or counseling training and credentials may use this degree to expand their understanding and practice.

Elective courses and opportunities for self-designed course work are offered in a variety of areas related to transpersonal psychology. A written master's paper requires students to apply critical thinking and
contemplative understanding to a topic of their choice. A service-learning project requires the application of transpersonal psychology in an area chosen by the student.

2010–11 ADMISSION REQUIREMENTS: MA TRANSPERSONAL PSYCHOLOGY

1. Standard graduate admission requirements (see p. 20).
2. Strong writing skills (as demonstrated in the admissions essay and letters of recommendation); a demonstrated capacity for self-direction; a demonstrated capacity to join in and contribute to an interactive learning community that functions most of the time at a distance; clear goals for wanting to pursue the MATP that can be reasonably met by the program.
3. Supplemental Application Technology Checklist. Prospective students must have the technical capacity to take online courses.
4. Specific admissions considerations include the following: experience and goals; contemplative interest and personal awareness; clarity of intellect and academic background; community and communication; resourcefulness. See the MATP fact sheet for details.

REQUIREMENTS: MA TRANSPERSONAL PSYCHOLOGY

First year, summer
PSYT 517e Multicultural Issues: Contemplative Approaches (3)
PSYT 608 Transpersonal Psychology Intensive I (3)
SUBTOTAL 6

First year, fall
PSYT 670e Transpersonal Psychology I (3)
REL 500e Meditation Practicum I (3)
SUBTOTAL 6

First year, spring
PSYT 672e Transpersonal Psychology II: Theorists and Applications (3)
REL 510e Meditation Practicum II (3)
SUBTOTAL 6

Second year, summer
PSYT 618 Transpersonal Psychology Intensive II (3)
SUBTOTAL 3

Second year, fall
PSYT 738e Transpersonal Service Learning I (1.5)
PSYT 839e Master’s Paper Online I (1.5)
SUBTOTAL 3

Second year, spring
PSYT 748e Transpersonal Service Learning II (1.5)
PSYT 880e Master’s Paper Online Seminar II (1.5)
SUBTOTAL 3

ELECTIVES 9 (chosen from eligible electives)
TOTAL CREDITS 36

MA in Transpersonal Psychology: Ecopsychology

Ecopsychology integrates psychology and ecology in the study of human-nature relationships. At Naropa University, contemplative practice and transpersonal psychology provide a foundation for this integration, and the result is a unique contemplative and transpersonal orientation. The Ecopsychology concentration follows the general format of the MATP degree and the two areas share six courses. The low-residency Ecopsychology program is a two-year, 38-credit program, beginning in the summer. Students also attend a three-day intensive course in Boulder each winter. Course work integrates theory, experience and contemplative practice in the study of ecopsychology, ecology, transpersonal psychology and contemplative practices. Students complete both written and service-learning projects. The Ecopsychology concentration does not result in a counseling degree.

REQUIREMENTS: MA TRANSPERSONAL PSYCHOLOGY: ECOPSYCHOLOGY

First year, summer
PSYT 603e Meditation for Social Change Leaders (3)
PSYT 608 Transpersonal Psychology Intensive I (3)
SUBTOTAL 6

First year, fall
ENV 565e Ecopsychology I (3)
PSYT 670e Transpersonal Psychology I (3)
SUBTOTAL 6

First year, spring
PSYT 656 Ecopsychology Intensive I (1)
ENV 520e Deep Ecology in Context (3)
ENV 615e Ecology Concepts and Applications for Ecopsychology (3)
SUBTOTAL 7

Second year, summer
PSYT 520 Psychology of Wilderness Experience (3)
PSYT 685 Ecopsychology Training (3)
SUBTOTAL 6

Second year, fall
PSYT 738e Transpersonal Service Learning I (1.5)
PSYT 839e Master’s Paper Online I (1.5)
SUBTOTAL 3

Second year, spring
PSYT 667 Ecopsychology Intensive II (1)
PSYT 748e Transpersonal Service Learning II (1.5)
PSYT 880e Master’s Paper Online II (1.5)
SUBTOTAL 4

ELECTIVES 6 (chosen from eligible electives)
TOTAL CREDITS 38
TRANSPERSONAL COUNSELING PSYCHOLOGY COURSES

Undergraduate
300–399 intended for juniors and seniors

Graduate
500–599 graduate-level electives and introductory courses
600–699 intended primarily for first-year graduate students
700–799 intended primarily for advanced graduate students
800–899 primarily for master's thesis, projects, internship, field placement, etc.

e Online course
W Weekend course

TRANSPERSONAL COUNSELING PSYCHOLOGY (PSYT)

PSYT 306/506 Jungian Dream Work (2)
This course lays the foundations and develops an understanding of Jungian dream work from both a theoretical and a practical perspective. Emphasis is placed on the practical use of dreams in therapy and in one's own personal life. Students look at the structure and process of dreams, objective and subjective interpretations, associations and amplifications complexes as seen in dreams.

PSYT 332/532 Storytelling and Mythology: Jungian Perspectives (2)
This course examines the history and present use of the telling of stories as a healing method for individuals, families and groups. Case material is used to describe the value of telling stories in therapy, and of listening to the mythical themes, which so often weave in and out of a client's personal story.

PSYT 346/646 Contemplative Voice Work: Sounding the Body-Mind (2)
Each person's voice is a unique energetic “fingerprint” and has the potential to form a bridge between the physical and nonphysical and the realms of inner and outer experience. Students use contemplative approaches to bring awareness to the connection between the voice and body and to experience the energy of the body through sound. This course is for any students who want to explore their voice. Singing ability not required.

PSYT 369/569 Art Therapy Perspective (For Non-Majors) (2)
Providing a detailed survey of the field of art therapy, this course covers a wide range of topics and offers broad-based exposure to the theory and practice of art therapy. Open to all graduate students and undergraduate seniors with permission of the instructor. BA seniors and MA only. Materials fee.

PSYT 375/575 Taming the Wild Horse: Riding the Energy of Emotions (2)
Learning to work with emotions can be challenging, even for experienced meditators. This five-day residential rural group retreat is designed to strengthen meditative tools for understanding and healing emotional struggle. Especially applicable for people working in the helping professions who wish to deepen compassion for self and others, the retreat includes “sending and taking” meditation (tonglen); mindfulness/awareness sitting practice (shamatha); contemplative interactive exercises; periods of silence; mindful eating practice; and outdoor walking meditation. Individual meditation instruction, as well as daily lectures and discussions, are included. Prerequisite: Prior meditation retreat experience or permission of instructor. Extra fees apply.

PSYT 396W/596W Transpersonal Counseling Psychology Conference (1)
The Transpersonal Counseling Psychology Department offers a one-weekend conference in the fall or spring featuring leaders in transpersonal psychology. Previous conferences have focused on the state of the art in transpersonal psychology, ecopsychology, psychotherapy and contemplative practice, initiation, creativity and community and have included such esteemed faculty as Frances Vaughan, Roger Walsh, Laura Sewall, David Abram, Angeles Arrien, Malidome Some, Stan Grof, Don Campbell, Pat Allen and Shaun McNuff. Topics and faculty vary from year to year. Offered occasionally.

PSYT 506 Jungian Dream Work (2)
See course description for PSYT 306.

PSYT 510 Yoga and the Chakras: A Therapeutic Practice (2)
Chakra awareness is intrinsic to the ancient discipline of Hatha yoga. Modern day studies reveal how these centers are gateways to understanding core imprints and fundamental aspects of our physical, emotional and spiritual health. In this class, we practice a gentle form of traditional yoga as we cultivate a felt sense of the quality of flow of life force through each chakra. We learn to support the release and rebalancing of somatically held developmental patterns that no longer serve us. Class includes lecture and experiential exercises to enhance the relevance of this practice for self healing and enrichment.

PSYT 514e The Diamond Approach (3)
The Diamond Approach is an original, thorough and precise spiritual path developed and taught by A. H. Almaas. Introducing the main insights and concepts of the Diamond Approach, this course draws on modern psychology as well as timeless spiritual wisdom, offering a fresh approach to living fully and deeply. It provides precise descriptions of
the characteristics of spiritual realization and its barriers. By understanding and working with these barriers, we are better able to fulfill our potential for a life of engagement, service, contentment, richness, depth and mystery. Online fees apply.

**PSYT 517e**
**Multicultural Issues: Contemplative Approaches (3)**
In traditional cultures, healing occurs within community. There is a deep understanding of shared wounds and the shared responsibility as well as a desire to work together toward healing. We begin our work from within, looking to the past for aid and guidance. From there we return to the present to bring understanding to our own personal and cultural wounds. We explore our own cultural backgrounds and, from this place, sit as compassionate witnesses to the pain and struggle of others. In community, we facilitate healing using storytelling, ritual, meditation and guided imagery. We explore new ways to experience our shared humanness through deep wisdom, caring and understanding. Required for MATP students. Online fees apply.

**PSYT 520**
**Psychology of Wilderness Experience (3)**
Through group process, experiential activities and ritual, participants experience an ancient, pan-cultural, earth-centered rite of passage in a wilderness setting. This course follows the traditional stages of a rite of passage: Severance (leaving behind what is familiar); Threshold (three days and nights of solitude/fasting); and Reincorporation (bringing back gifts or insights to the community). Open to the transformative power of nature, participants have the opportunity to inquire deeply and directly into themselves and their relationship to the natural world and their community. Participants provide their own camping equipment and share food and transportation. Course is open to MATP students and others by permission of instructor. Activity fee.

**PSYT 521**
**Touching the Moment: Indelible Presence (2)**
Mindfulness meditation—the art of “coming home to ourselves”—is both a method of restoring our connection to the vitality of our own life, and a way to develop presence for our work with others. This five-day residential rural group retreat, appropriate for beginning as well as experienced meditators, includes shamatha sitting meditation, contemplative movement practice, experiential dharma art, periods of silence, work practice, mindful eating and outdoor walking meditation. Individual meditation instruction, as well as daily lectures and discussion are included. Prerequisite: PSYT 621, REL 600 or permission of instructor. Extra fees apply.

**PSYT 528**
**Counseling Loss, Grief and Life Transitions (2)**
This class familiarizes the student with grief and transition theory and trains them in individual and family grief counseling skills. Using lecture, discussion and experiential exercises, the class supports students as they explore both their personal and family loss histories and develop a theoretical working basis for serving clients facing illness, aging and bereavement.

**PSYT 532**
**Storytelling and Mythology: Jungian Perspectives (2)**
See course description for PSYT 332.

**PSYT 543**
**Human Sexuality: From Birth to Therapy (2)**
Too often, sexuality suffers the same fate in therapy as it does in this culture: it is hidden, not to be discussed, treated as irrelevant. Students examine issues related to sexuality that clients might bring to therapy, consciously or unconsciously. Students start by looking at what they as therapists bring to their work and explore personal and cultural aspects of sex, touch, intimacy, passion, the body, erotica and pornography, developmental issues, alternative lifestyles, transpersonal elements and more. Guest speakers are included.

**PSYT 556**
**Art Therapy Perspective (for Non-Majors) (2)**
See course description for PSYT 369. Materials fee.

**PSYT 575**
**Taming the Wild Horse: Riding the Energy of Emotions (2)**
See course description for PSYT 375.

**PSYT 596W**
**Transpersonal Counseling Psychology Conference (1)**
See course description for PSYT 396W.

**PSYT 601**
**Gestalt I: Awareness (3)**
The foundations of Gestalt awareness are explored experientially with individual, dyadic and group exercises. Central concepts of wholeness, present-centered awareness, self-responsibility, body awareness, contact and boundary disturbances are introduced. The basic form of a Gestalt experiment is demonstrated and the stages of the process are learned. Transpersonal roots, community building and development of the I-Thou relationship as the basis of therapeutic work are emphasized. Program students only.
PSY 603e  
Meditation for Social Change Leaders (3)  
Students develop skills that cultivate mindfulness, awareness and compassion in order to be effective agents of social change. Mindful breathing, sitting meditation and sensory awareness exercises are introduced along with a view of leadership that includes personal sustainability. This course combines online delivery with a three-day, on-campus component. Online fees apply.

PSY 604  
Foundations of Art Therapy: Studio and Practicum (3)  
This course focuses on studio foundations in art therapy by investigating numerous in-class art assignments in conjunction with a studio practicum. The studio foundations course work examines practical applications of art therapy that focus on the therapeutic relationships and various artistic techniques that support change and transformation. Development of observation and therapeutic communication/counseling skills are stressed throughout the semester. The studio practicum material covers basic information on how to set up, manage and fund an art studio. During the semester, students fulfill 40 service hours in the Naropa Community Art Studio. Active participation in socially engaged, community-based arts along with service learning values is a key aspect of the course. Course and materials fee.

PSY 607e  
Integral Psychology (3)  
A course designed to take the student on a three-dimensional journey toward a deep understanding of this meta-theoretical approach to psychology. First, it involves an examination of the theory of Integral Psychology as the Fifth Force or Wave in the historical development of the discipline of psychology. Second, it includes a critical analysis of Integral theory as it evolved in Ken Wilber’s body of work. Throughout the course, students apply this evolutionary theory of consciousness in their own lives through the development of an ongoing Integral Life Practice.

PSY 608, 618  
Transpersonal Psychology Intensive I, II (3)  
These weeklong courses introduce MATP students to transpersonal psychology and provide in-depth exposure to current issues and developments in the field. They also provide the opportunity for community building, face-to-face instruction in transpersonal processes such as meditation and ritual, and application of topics from the online courses. Students are expected to prepare for the course prior to attending and to complete a written assignment after the course. MATP and ECOC only.

PSY 609  
Wilderness Therapy Intensive: Introduction to Wilderness Therapy (2)  
The distinct disciplines that define Wilderness Therapy in the Transpersonal Counseling Psychology program are examined. We explore how diverse disciplines can be combined in an effective therapy model that serves people and environment. Students gain understanding of how their personalities and experience influence their role as therapists. The class format is a combination of experiential activities, lectures, discussion and reflection. WT only. Field fees.

PSY 610  
Human Growth and Development through the Life Span (3)  
This course provides an advanced study of human development from prenatal experience through the life span, including individual and family development and theories of learning and personality development. Students develop an intellectual and theoretical knowledge of human behavior including an understanding of developmental crisis, disability, exceptional behavior, addiction and psychopathology. Additionally, situational, cultural and environmental factors that affect both normal and abnormal behavior are explored. Legal and ethical considerations are discussed throughout the course. Students deepen their understanding and use of human development in the therapeutic setting.

PSY 611  
Helping Relationships I (3)  
This course provides an introduction to the theory and skills of counseling and consultation. Topics include history of the profession, theoretical orientations including family systems, ethics, counseling skills, development and stages of a therapeutic relationship and diversity. Self-awareness in relationship to counseling is developed. Students do videotaped practice sessions.

PSY 612  
Helping Relationships (WT) I (3)  
This course provides an introduction to the theory and skills of counseling and consultation. Topics include history of the profession; theoretical orientations including family systems, ethics, counseling skills, development and stages of a therapeutic relationship; and diversity. Self-awareness in relationship to counseling is developed. Students do videotaped practice sessions. WT only.

PSY 620  
Authentic Movement/Transpersonal (2)  
Authentic Movement, a self-directed movement process employing the wisdom of the body as a pathway to awareness, provides direct experience of the individual and collective body as a vessel for integration, healing.
transformation and creative process. This course explores the ground form of Authentic Movement: the mover, witness and the relationship between them. Students explore their own process while experiencing this therapeutic movement form. Through learning how to increase the authenticity of presence, students explore the ground of the healing relationship. Authentic Movement provides a model for life lived in authentic relationship to self, others and community.

**PSYT 621**  
**Psychology of Meditation I: Mindfulness Training (3)**  
Mindfulness, the ability to be fully present, is essential for the skillful counselor. This course introduces the practice of mindful breathing (*shamatha-vipasyana*) sitting meditation drawn from the Buddhist tradition as a means of developing moment-to-moment awareness. Methods for cultivating wakefulness within daily life situations are explored. Group practice sessions, lectures, discussions and individual meditation instruction are provided.

**PSYT 624**  
**Art Therapy Studio: Process and Materials (2)**  
Contemplative practice is carefully integrated with the investigation of various art processes and materials throughout the semester. The open studio model is followed, allowing for students to practice mindfulness through process painting, drawing and sculpture projects. Commitment to personal and transpersonal imagery is encouraged as an essential part of understanding one’s identity as an artist, the purpose of the therapeutic community and contemplative models for practicing art therapy. Prerequisite: PSYT 604 and PSYT 634. AT only.

**PSYT 627**  
**Contemplative Perspectives and Practice (1)**  
The course supports students in continuing their training in mindfulness practice and explores the use of contemplative practice in the context of personal development and working with others, particularly in wilderness settings. In addition to group sitting practice, students engage in several periods of extended silent activity in order to deepen mindfulness in wilderness settings. WT only.

**PSYT 629**  
**Family Systems Interventions: Equine-Assisted Settings (2)**  
This course examines the clinical applications of family systems theoretical knowledge in wilderness therapy with a focus on equine-assisted settings. Students experience various interventions and develop skill through hands-on practice. Specific family issues (e.g., divorce, blended families, abuse) are explored using family systems approaches. Students select one family therapy approach for more in-depth study. WT only.

**PSYT 634**  
**History and Theory of Art Therapy (3)**  
Students explore various historical and theoretical trends in art therapy, focusing on the contributions of early pioneers and contemporary practitioners. Various approaches to the practice of art therapy are highlighted (depth psychology, humanistic, cognitive/behavioral) with specific attention devoted to models of contemplative and transpersonal art therapy, creativity and strategies to employ when looking at artwork and when establishing a therapeutic relationship through art. AT only.

**PSYT 646**  
**Contemplative Voice Work: Sounding the Body-Mind (2)**  
See course description for PSYT 346.

**PSYT 651**  
**Gestalt II: Experiment (3)**  
Demonstrations of individual and group experiments are followed by didactic learning that further explores the central Gestalt themes. The concepts of organicity, figure-ground perceptual fields, polarities, top-dog/underdog, the four explosions, contact boundary and satisfaction/frustration are explored. The process of a therapeutic experiment is introduced, and students learn to identify stages of a Gestalt working. Students work under the supervision of the teacher. If this class is not successfully completed, both Gestalt I and Gestalt II must be retaken together. Prerequisite: PSYT 601.

**PSYT 656W**  
**Ecopsychology Intensive I (1)**  
The course focuses on advanced topics within ecopsychology, further builds community within the program and aims to teach specific skills for working with individuals and groups in an ecopsychological context. The students’ meditation practice and an understanding of its importance in ecopsychology are deepened. Prerequisite: Completion of PSYT 608 and ENV 565e. Open to first-year students in the Ecopsychology concentration only.

**PSYT 660**  
**Assessment and Appraisal in Counseling (3)**  
An overview of individual and group approaches to assessment and evaluation, as these have developed historically from a traditional educational and psychological perspective through a more focused counseling perspective, with suggested applications appropriate for transpersonal and contemplative practitioners. The course covers basic topics of standardized and non-standardized testing and other assessment techniques, including inventories, observations and computer managed methods. Topics include psychometric statistics; factors related to the assessment and evaluation of individuals, groups and special populations; case conceptualization; assessment;
and diagnosis. Ethical and legal considerations are integrated throughout the course. Issues of diversity related to the development of and selection of assessment instruments are also explored. Course fee.

PSYT 661
Helping Relationships II (3)
This course provides an introduction to the theory and skills of counseling and consultation. Topics include history of the profession; theoretical orientations including family systems, ethics, counseling skills, development and stages of a therapeutic relationship; and diversity. Self-awareness in relationship to counseling is developed. Students do videotaped practice sessions. Prerequisite: PSYT 611.

PSYT 662
Helping Relationships (WT) II (3)
This course provides an introduction to the theory and skills of counseling and consultation. Topics include history of the profession; theoretical orientations including family systems, ethics, counseling skills; development and stages of a therapeutic relationship; and diversity. Self-awareness in relationship to counseling is developed. Students do videotaped practice sessions. WT only. Prerequisite: PSYT 612.

PSYT 665
Civic Engagement Studio Practicum (noncredit)
A 45-hour practicum that allows students to work with various groups from the local community in the Naropa Community Art Studio. Civic responsibility, service to others, and cultural/social interventions through art and the mentor role are stressed throughout the semester.
Course fee.

PSYT 667W
Ecopsychology Intensive II (1)
Building on previous courses, this course teaches theories and techniques of specific applications and practices for ecopsychology facilitators. Students have a chance to both observe these practices and practice them in the intensive course. A second purpose of this course is face-to-face community building in the MATP Ecopsychology program. An in-depth self-assessment paper is required. Prerequisite: PSYT 656. Open to Ecopsychology students only.

PSYT 668
Counseling Practicum (3)
Required of all second-year students, the practicum provides for the continued development of counseling skills through field work at a community agency with on-site consultation and supervision, and is designed to provide a supportive and instructional forum for students’ initial experiences working with clients in community settings. Students also become familiar with ethical guidelines relating to the counseling profession. Students discuss, within a supportive classroom environment, professional and personal issues as they relate to their development as beginning counselors. Discussion topics include client populations served, client transference and therapist countertransference, case presentations, agency structure and organization, and community resources.

PSYT 670/670e
Transpersonal Psychology I (3)
An introduction and examination of central concepts, theories, practices and applications of transpersonal psychology. The on-campus sections are designed for students in the transpersonal counseling programs. These sections extend counseling and psychology into transpersonal areas. The theories of the central figures in the field are discussed and compared as well as the roots of transpersonal psychology in the world wisdom traditions and multicultural considerations. Students learn counseling applications of transpersonal psychology. The online section of this course explores foundations of transpersonal psychology and applications to meditation, ritual, eco-psychology, psychological research, multicultural diversity and other areas. All sections blend intellectual exploration, practice and self-reflection. Online fees apply (670e).

PSYT 671
Psychology of Meditation II: Applications to Counseling (2)
This course builds on the foundation provided by PSYT 621. Topics presented through lectures and readings deepen the understanding of essential principles of meditative awareness. The specific focus of the course is the way meditation can support the counseling relationship. Prerequisite: PSYT 621, PSYT 720.

PSYT 672e
Transpersonal Psychology II: Theorists and Applications (3)
This course serves as a continuation of Transpersonal Psychology I and focuses on particular theorists and applications of transpersonal psychology in a variety of areas. Prerequisite: PSYT 670 or an equivalent introduction to transpersonal psychology. Online fees apply.

PSYT 680
Group Dynamics and Leadership (Lecture) (1)
Working with groups is both an art and a science; therefore, this lecture course is taught in conjunction with PSYT 682, an experiential course. This course teaches a combination of techniques drawn from Gestalt, existential, psychodynamic, systems and other approaches to group therapy. Topics discussed include the following: general group theory; varieties of group therapy; issues involved in starting a group; stages of group development; levels of intervention in groups (interpersonal, intrapersonal and group); transference, countertransference and authentic relatedness in groups; resistance and defenses in groups; use of dreams in groups; group maintenance; multicultural issues in groups; and closure exercises and experiences. Prerequisite: PSYT 661.
PSY 681
Gestalt Community Intensive (2)
Designed as a summer intensive in an off-campus setting, this course provides further opportunities for the integration of the Gestalt approach for the beginner and mastery of skills for the more advanced learner. Students are provided the opportunity to explore their own process in a community setting. Special fees apply. (Off-campus setting may include retreat, equine and wilderness.)

PSY 682
Group Dynamics and Leadership (Experiential) (2)
In this course, students practice a combination of techniques drawn from Gestalt, existential, psychodynamics, systems and other approaches to group therapy. Skills to be practiced and/or discussed follow the themes concurrently taught in PSYT 680. Themes include general theory; varieties of group therapy; group start-up issues; stages of group development; levels of intervention in groups; transference, countertransference and authentic relatedness; resistance and defenses; use of dreams; group maintenance, multicultural issues; closure exercises and experiences. Prerequisite: PSYT 661. Corequisite: PSYT 680.

PSY 685
Ecopsychology Training (3)
Ecopsychology explores human-nature relationships and the implications of a deeper connection between human and nature for mental health, personal growth, environmental action and sustainable lifestyles. This advanced course assumes an understanding of the theory and practices of ecopsychology. It is directed toward the interface of ecology, transpersonal psychology and contemplative practice (i.e., nature, psyche and spirit); critical evaluation of ecopsychological thinking; and the development and use of ecopsychology practices in personal and professional applications. Prerequisite: ENV 565e.

PSY 700
Research and Program Evaluation (3)
This course is an introduction to the field of research methods and program evaluation as they apply to counseling psychology and psychotherapy. Topics include philosophical issues in research, including the importance of research and opportunities and difficulties of conducting research in the counseling field. Research methods including qualitative, quantitative, single-case, action and outcome based are surveyed. Principles, models and applications of needs assessment, program evaluation and use of findings to effect program modification are discussed. Technology, statistical methods, ethics and legal concerns, result reporting and diversity are also topics of importance.

PSY 704
Group Dynamics and Leadership: AT (3)
This course addresses the theory and practice of group psychotherapy through various didactic and experiential methods including a weekend training group facilitated by an outside consultant. The following topics are addressed throughout the semester: group ethics, group dynamics and process, stages of group development, levels of intervention, Yalom's curative factors of group work, authentic/contemplative presence, group resistance and defenses, multicultural and diversity themes, termination practices, and the use of art materials and processes for specific populations. AT only.

PSY 706
Group Dynamics and Leadership I: WT (2)
Group Dynamics and Leadership I provides theoretical and experiential understandings of group purpose, development, dynamics, counseling and therapy theories, approaches, methods and skills. Studies include comparative models, evaluation methods, research, professional preparation, ethical and legal considerations, and applications for working creatively in outdoor and wilderness settings.

PSY 707
Adult and Special Populations Interventions: Wilderness Therapy Settings (2)
This course explores therapeutic interventions, primarily from adventure therapy and ecotherapy. Focus is on issues related to trauma and addictions/substance abuse. We examine various models of addiction recovery, specifically as they apply to diverse populations. Learning happens initially through demonstration and participation, followed by students practicing with peers.

PSY 708
Outdoor Skills I: Equine, Mountains, Climbing, Canyons and Ropes Courses (2)
Students learn and practice basic outdoor skills for backcountry travel and camping; review physical and emotional risk-management techniques; and learn how to logistically prepare food and gear for an expedition. Students learn technical and ecological identification skills associated with a variety of outdoor settings and seasons. Field fee.

PSY 710
Family Systems (2)
An entry-level examination of family process and family counseling. Drawing from a systems approach, the student learns how to shift his or her focus from the individual to the dynamic interplay between members of a couple or family. Major schools of family therapy are studied. Experiential exercises and role-playing complement the theoretical learning. Students explore their own family of origin as a ground for working with others. Trauma in the family, such as child abuse and domestic violence, is also covered. Prerequisite: PSYT 610.
PSY 711
Transforming Addictions (2)
The physical, mental, emotional and spiritual nature of alcohol and drug dependency and other addictive behaviors is explored. Assessment, therapeutic techniques, intervention and in-patient and out-patient treatment are discussed. Students explore the contributions, as well as the strengths and weaknesses, of 12-step and other self-help recovery groups. The interrelationship of alcohol and drug abuse and other addictive behaviors with attachment and bonding disruptions in early childhood and childhood trauma is also investigated. Lectures, guest lectures, discussions, role-play and other experiential techniques are used.

PSY 712
Advanced Group Training (1)
This course is intended to provide a mentored hands-on experience for the student already familiar with basic group theory and process and with the fundamentals of Gestalt therapy. Particular attention is paid to incorporating techniques from Gestalt therapy into group process in a way that encourages interpersonal interaction and group development. In other words, we move “beyond the hot seat” to take full advantage of group process. The class emphasizes moving among levels of intervention: intrapsychic, interpersonal and group. Group members get the chance to observe, practice and process group skills.

PSY 719
Ecopsychology: Transpersonal Perspectives (2)
Transpersonal psychology in the field of ecopsychology is addressed. Major themes of ecopsychology we explore include the human-nature relationship; disconnection from the natural world; practices for reestablishing and deepening our connection with the natural world; and ecotherapy. Students are exposed to diverse perspectives in the field and are asked to develop and articulate their own point of view. WT only.

PSY 720
Meditation Practicum I: Cultivating Awareness (1)
This course is designed to support students in continuing the practice of mindfulness-awareness meditation begun in PSYT 621. Specific topics include applications of mindfulness-awareness to creativity, healing and social action. Students meet in small groups for sitting and walking meditation sessions and discussion. Individual meditation instruction is provided. Prerequisite: PSYT 621. Materials fee.

PSY 721
Social and Cultural Foundations in Counseling (3)
This survey course explores the role of the counselor embedded in the milieu of the social and cultural realities of society. Issues concerning work with families from diverse cultures are discussed, including the counselor’s role in social justice, advocacy and conflict resolution, cultural awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind or body.

PSY 726
Group Dynamics and Leadership II: WT (3)
Group Dynamics and Leadership II provides further theoretical and experiential understanding of group purpose, development, dynamics, counseling and therapy theories, approaches, methods and skills. Studies include comparative models, evaluation methods, research, professional preparation, ethical and legal considerations, and applications for working creatively in outdoor and wilderness settings.

PSY 728
Outdoor Skills II: Integrated Basecamp, Horticulture, River, Rites of Passage (1)
In the second semester of this yearlong class, students continue to hone outdoor skills associated with specific settings. Topics include physical and emotional safety; risk management; technical skills applicable to the setting; equipment use and maintenance; planning and organization; travel and living within the setting. Additional focus is placed on trip planning for specific therapeutic populations. WT only. Field fee.

PSY 730
Incest and Sexual Abuse (2)
An introduction to working with clients that have the experience of sexual abuse or incest in their history. We look at the definition, assessment, history, causes, effects and treatment of sexual abuse and incest. Students explore their own process, the process of the client and the process of healing in this area from both a personal and systemic perspective.

PSY 734
Counseling with Child and Adolescent Populations (Art Therapy Emphasis) (3)
An examination of the psychological, psychosocial, cultural, cognitive, creative and spiritual development of children from birth to nineteen as it relates to the practice of counseling and art therapy. Through readings, discussion, practice sessions with children, experiential exercises and assignments, students focus on understanding development, art assessment, attachment theory, approaches to treatment and the practice of art therapy with a variety of child and adolescent populations. AT only. Materials fee.

PSY 738e
Transpersonal Service Learning I (1.5)
Students apply and deepen their learning through service. With guidance from program faculty, students arrange a
service-learning project in an area of their choice. Course lectures, reading and discussion support this learning by examining the nature of transpersonal approaches to service and by providing a forum for interaction and support among students and faculty. MATP and ECOC only. Online fees apply.

**PSY 740**
Diagnostic Psychopathology (2)
An advanced overview of clinical thinking, perspective and comprehension related to assessment, diagnosis and treatment planning tasks required of a psychological professional working with clients representing a wide range of distress, disorders, mental illness, life crises, spiritual dilemmas, personal and developmental transitions and sociocultural challenges.

**PSY 742**
Nature and Art: Expressive Therapies (2)
This course provides the opportunity to explore creative media that can be used in wilderness settings. Students sample basic exercises from expressive therapies in areas such as poetry, nature writing, art, storytelling and music. Over the course of the semester, students explore in depth the personal expression and therapeutic applications of one creative medium of their choice. WT only.

**PSY 748e**
Transpersonal Service Learning II (1.5)
This is the second of a two-semester sequence in which students apply and deepen their study of transpersonal psychology through service. This semester, students complete the service-learning project begun in Transpersonal Service Learning I and complete a written paper integrating their learning with theory and research in their area of service and with understanding of transpersonal service. Online lectures, reading and discussion support this learning, MATP and ECOC only. Online fees apply.

**PSY 752**
Child and Adolescent Interventions: Wilderness and Therapy Settings (2)
In this course, students are exposed to numerous exercises and therapeutic interventions that can be utilized in wilderness and outdoor settings. Drawing on the theories of human development, adventure therapy, ecotherapy, creative art therapies and Gestalt, students practice assessment, diagnosis and interventions that pertain directly to working with children and adolescents. WT only.

**PSY 754**
Art Therapy Skills IV: Adult Populations and Family Systems (4)
This course addresses clinical approaches to working with adult populations from specific DSM-IV categories and with families. Each class offers a population-specific lecture, case material and general art therapy interventions. Students have the opportunity to increase their understanding of art therapy assessment by engaging in dyad/studio sessions with each other. Organization of treatment plans, session documentation and assessment for adult populations are examined. The Family Systems portion of the class offers an overview of family systems theory and family art therapy. Students learn the basic concepts of systems theory, how to make Bowenian and Minuchin maps, how families are organized and structured, the life cycle of a family and working with diverse family structures through cultural awareness. AT only.

**PSY 755**
Theories and Practice in Career Counseling I (1.5)
This course addresses students enrolled in the Wilderness Therapy concentration with an introduction to career counseling, career development and adult transition from a transpersonal point of view. Students learn the central theories of career development and decision-making models. Interrelationships among and between work, family and other life roles and factors including the role of diversity and gender in career counseling are explored. Key assessment instruments for life/career planning and decision-making are explored through client-based practices. Technology-based applications and the utilization of the Internet in career exploration are explored. Students learn career counseling processes and techniques, including those applicable to specific populations. Ethical guidelines and legal consideration are also reviewed. Taught as a four-day intensive. WT only.

**PSY 759**
Transitions, Lifestyles and Career Development (3)
This course addresses career counseling, career development and adult transition from a transpersonal point of view. Students learn the central theories of career development and decision-making models. Interrelationships between work, family and other life roles and factors including the role of diversity and gender in career counseling are explored. Key assessment instruments are explored through client-based practices. Technology-based applications and utilization of the Internet in career exploration are explored. Students learn career counseling processes and techniques, including those applicable to specific populations. Ethical guidelines and legal considerations are also reviewed.

**PSY 763**
Gestalt Therapy and Breathwork (1)
Inhalation and exhalation, expansion and contraction emulate the movement of all life. In Gestalt theory, we utilize breath in awareness and in deepening the experiment. This class explores Gestalt theory and the use of breath in dealing with resistance, bringing about emotional presence, sustaining life’s vitality, energizing and bringing about calmness.
PSYT 765
Theories and Practice in Career Counseling II (1.5)
This course addresses students enrolled in the Wilderness Therapy concentration with advanced instruction in career counseling, career development and adult transition from a transpersonal point of view. Students learn the central theories of career development and decision-making models. Interrelationships among and between work, family and other life roles and factors including the role of diversity and gender in career counseling are explored. Key assessment instruments for life/career planning and decision-making are explored through client-based practices. Technology-based applications and the utilization of the Internet in career exploration are explored. Students learn career counseling processes and techniques, including those applicable to specific populations. Ethical guidelines and legal consideration are also reviewed. This course is taught as a four-day intensive. Prerequisite: PSYT 755. WT only.

PSYT 770
Meditation Practicum II: Developing Compassion (1)
The development of compassion as the basis of the counseling relationship is explored in this course through the practice of tonglen (exchange of self and other) from the Buddhist tradition. Specific topics include the application of tonglen to the healing process, death and bereavement, social action and preventing burnout. Group sessions of sitting and walking meditations, discussions and individual instruction are provided. Prerequisite: PSYT 621, PSYT 720.

PSYT 771
Marriage and Couples Therapy (2)
This class focuses on developing a working knowledge of marriage therapy using different models, with emphases on diversity and Jungian couple’s therapy, as well neurobiology and gender research. Students are asked to draw from their own knowledge as they prepare to work supporting couples.

PSYT 780
Therapy with Children and Adolescents (2)
This course focuses on essentials of therapy with children, adolescents and the family system in which they live. Diagnostic treatment techniques that pertain directly to working with children are covered. Students look at children from a developmental perspective, tying developmental issues to emotional issues for the involved children and their “parents.” Students explore and practice treatment techniques: where, how and why they can be used. The class examines issues such as learning disabilities, adoption, suicide, guardianship, ADD and ADHD, child abuse, reporting issues and related issues. Prerequisite: PSYT 600 or PSYT 610.

PSYT 782
Approaches to Couples Counseling (1)
Intensive two-day workshop on Imago Relationship Therapy Theory as developed by Harville Hendrix, author of Getting the Love You Want and Keeping the Love You Find. Both didactic information and experiential exercises are presented, including concrete and effective tools for working with couples, such as Behavior Change Request and the Parent Child Dialogue. Students gain confidence in their ability to understand and deal with relationship dynamics, childhood wounds, developmental stages, projections, defenses, symbiosis, power struggles and shadow issues. Prerequisite: PSYT 611, PSYT 661.

PSYT 791
Advanced Child and Adolescent Therapy (1)
This advanced course for working with children, adolescents and their families focuses on turning the theory of previous classes into the practical. Many case studies and demonstrations with class members as family members are used. Students receive the opportunity to practice with other students as well as present their own “cases.” The instructor uses a model that integrates developmental process, Gestalt, psychodrama and family therapy. Prerequisite: PSYT 600, PSYT 780.

PSYT 800
Internship I (2)
The student works a total of 700 hours in community agency settings.

PSYT 804
Internship I: Art Therapy (2)
Students work as art therapy interns for a minimum of 700 hours in community agencies, hospitals, schools and other institutions according to AATA guidelines. At least 350 hours of direct client contact is supplemented by treatment team meetings, documentation, clinical supervision and in-service training. Prerequisite: All required Art Therapy and Transpersonal Counseling Psychology courses.

PSYT 806
Internship I: Wilderness Therapy (2)
The student works a total of 700 hours in community agency settings. WT only.

PSYT 810
Professional Orientation and Ethics I (2)
Professional Orientation and Ethics I supports the learning experience of students enrolled in the internship placement. The class is designed to provide an instructional and supportive forum for students practicing counseling and psychotherapy in agency settings. The class provides an understanding of professional roles, organizations and credentialing. Students are exposed to the ethical, legal and advocacy considerations of counseling. The history and philosophy of the counseling profession are considered.
in relation to current trends and case studies. We are concerned with professional, theoretical and personal issues related to the internship such as therapeutic technique and style, diversity issues, transference and countertransference.

**PSYT 814**
Professional Orientation and Ethics I: Art Therapy (3)
Professional Orientation and Ethics is designed to provide an instructional and supportive forum for students practicing counseling and art therapy in agency settings. Students are exposed to the ethical, legal and advocacy considerations of counseling and art therapy, including ethics of practice and client's rights; confidentiality and mandatory reporting; informed consent; assessment and treatment planning; documentation and record keeping; boundary violations/dual relationships; therapeutic technique and style; diversity issues; transference and countertransference; and ownership of artwork. Philosophical clinical positions of counseling and art therapy are investigated through case study presentations. Students prepare a written case study (six to eight sessions in length) and regularly present case material and artwork to the class for discussion. Prerequisite: All Art Therapy and Transpersonal Counseling Psychology courses. AT only.

**PSYT 816**
Professional Orientation and Ethics I: Wilderness Therapy (2.5)
Professional Orientation and Ethics I supports the learning experience of students enrolled in the internship placement. The class is designed to provide an instructional and supportive forum for students practicing counseling and psychotherapy in agency settings. The class provides an understanding of professional roles, organizations and credentialing. Students are exposed to the ethical, legal and advocacy considerations of counseling. The history and philosophy of the counseling profession are considered in relation to current trends and case studies. We are concerned with professional, theoretical and personal issues related to the internship such as therapeutic technique and style, diversity issues, transference and countertransference.

**PSYT 824**
Internship Studio Methods I (0.5)
This course complements the work covered in Professional Seminar and Ethics I by using various studio methods and virtual art techniques to explore the fieldwork experience in terms of transference and countertransference, parallel process, projective identification, response, art making, self-care, ethics and professional role identity. AT only.

**PSYT 839e**
Master's Paper Online I (1.5)
The first of a two-course sequence in which students apply and deepen their learning of transpersonal psychology through completion of a major written paper. The final paper should provide a definition of transpersonal psychology, a literature review of a particular topic, and critical and creative inquiry into a transpersonal approach to the topic. The paper should also include self-reflection of the student's relationship to the topic. Students work closely with the instructor, an expert reader and classmates. The online course environment provides support for the process of writing this paper. In the first-semester course, students produce an outline and proposal for their paper and 10–20 page literature review of their chosen topic. Online fees apply.

**PSYT 844**
Internship Studio Methods II (0.5)
This course complements the work covered in Professional Orientation and Ethics II by using various studio methods and techniques to explore the fieldwork experience in terms of transference and countertransference, parallel process, projective identification, ethics and professional role identity. AT only.

**PSYT 850**
Internship II (2)
A continuation of PSYT 800.

**PSYT 854**
Internship II: Art Therapy (2)
A continuation of PSYT 804.

**PSYT 856**
Internship II: Wilderness Therapy (2)
A continuation of PSYT 806. WT only.

**PSYT 860**
Professional Orientation and Ethics II (2)
Professional Orientation and Ethics II completes the learning experience of students enrolled in the internship placement. The class is designed to provide an instructional and supportive forum for students practicing counseling and psychotherapy in agency settings. The class provides an understanding of professional roles, organizations and credentialing. Students are exposed to the ethical, legal and advocacy considerations of counseling. The history and philosophy of the counseling profession are considered in relation to current trends and case studies. We are concerned with professional, theoretical and personal issues related to the internship such as therapeutic technique and style, diversity issues, transference and countertransference.

**PSYT 864**
Professional Orientation and Ethics II: Art Therapy (3)
This weekly seminar continues the discussion on professional issues related to assessment, treatment planning, documentation, clarification and application of theoretical orientation, transference and countertransference, and various legal and ethical topics. Throughout the semester, students present case material, eventually formulating a coherent case study.
to be presented at the department orals. If one fails to successfully complete this class, both professional seminars I and II must be retaken together. Prerequisite: Successful completion of all required Art Therapy and Transpersonal Counseling Psychology courses. AT only.

**PSYT 866**  
**Professional Orientation and Ethics II:**  
**Wilderness Therapy (2.5)**  
This course completes the learning experience of students enrolled in the internship placement. The Professional Orientation and Ethics II class is designed to provide an instructional and supportive forum for students practicing counseling and psychotherapy in agency settings. The class provides an understanding of professional roles, organizations and credentialing. Students are exposed to the ethical, legal and advocacy considerations of counseling. The history and philosophy of the counseling profession are considered in relation to current trends and case studies. We are concerned with professional, theoretical and personal issues related to the internship such as therapeutic technique and style, diversity issues, transference and countertransference.

**PSYT 880e**  
**Master's Paper Online II (1.5)**  
The second of a two-course sequence in which students complete a major written paper on a topic of their choice. In the second-semester course, students complete the paper. Online fees apply.
The Department of Religious Studies offers courses of study that examine the phenomenon of religion as it affects individuals, as it operates in culture and as it addresses questions of life’s ultimate values. The methods utilized in the programs are drawn from the academic discipline of history of religions and from a commitment to presenting traditions from perspectives sympathetic to the living religious communities themselves. This approach honors the distinctive place of contemplative traditions and practices within many of the world’s great religions. Varying some by program, the approach used is also nonsectarian, scholarly and critical, relying on the best of contemporary Western and traditional scholarship, combined with students’ “hands-on” exploration of major meditation traditions and social service, as well as being enriched by contact with living lineages of Asian and Western teachers. Buddhism is the religion that is most strongly represented in departmental offerings; however, most of the other major world religions are also represented. Sanskrit and Tibetan language study is offered as well.

The Department of Religious Studies offers a Bachelor of Arts in Religious Studies, a certificate program in Religious Studies and minors in Religious Studies, Sanskrit and Tibetan. Three graduate degrees are available: MA in Religious Studies, MA in Religious Studies with Language (Sanskrit or Tibetan) and a Master of Divinity.

“Buddhism neither tells me the false nor the true: It allows me to discover myself.”
—Chögyam Trungpa Rinpoche, Naropa University founder
UNDERGRADUATE STUDY

BA in Religious Studies

The Bachelor of Arts in Religious Studies is a 36-credit major in which students explore religion in a variety of ways, with an emphasis upon the statement of historical traditions in contemporary life. Special emphasis is placed upon the role of contemplative practice in the world’s great religions, especially Buddhism. All students must take a series of 16 credits that introduce the study of religion and Buddhist meditation practice. Students choose 9 credits from the Religious Traditions courses, which serve as introductory studies of major world religions. The additional 11 credits may be selected from core areas of study: contemporary issues in religion, contemplative practice and practice intensives.

Declaration of Major

In addition to adhering to university requirements and deadlines (p. 56), Religious Studies requires a meeting with faculty.

REQUIREMENTS: BA RELIGIOUS STUDIES

Choose 3 credits from the following courses:
(Prerequisites for 300 level classes)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 160</td>
<td>Meditation Practicum I: Freeing the Mind</td>
</tr>
<tr>
<td>REL 271</td>
<td>Centering Prayer as Christian Contemplation</td>
</tr>
<tr>
<td>REL 390W-REL 392W</td>
<td>Shambhala Training I-III</td>
</tr>
</tbody>
</table>

SUBTOTAL 3

Choose 6 credits from the following courses:
(Prerequisites for 300 level classes)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 150</td>
<td>Buddhist Journey of Transformation: An Introduction</td>
</tr>
<tr>
<td>REL 210</td>
<td>Thinking the Profound: Philosophy of Religion</td>
</tr>
<tr>
<td>REL 247</td>
<td>Embodying Sacred Wisdom: Modern Saints</td>
</tr>
</tbody>
</table>

SUBTOTAL 6

Choose 9 credits from the following Religious Traditions courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 150</td>
<td>Buddhist Journey of Transformation: An Introduction</td>
</tr>
<tr>
<td>REL 229</td>
<td>Foundations of Judaism: Torah, Prayer and Acts of Kindness</td>
</tr>
<tr>
<td>REL 240</td>
<td>Foundations of Buddhism</td>
</tr>
<tr>
<td>REL 314</td>
<td>Contemplative Islam</td>
</tr>
<tr>
<td>REL 321</td>
<td>Introduction to Jewish Mysticism</td>
</tr>
<tr>
<td>REL 323</td>
<td>Religious Experience in Africa: Sacred Cosmos, Ritual and Community</td>
</tr>
<tr>
<td>REL 325</td>
<td>Contemplative Christianity</td>
</tr>
</tbody>
</table>

SUBTOTAL 9
REL 330  Contemplative Hinduism (3)
REL 334  Hindu Yoga-Tantra (3)
REL 346  Wisdom and Compassion:  
The Buddhist Path (3)
REL 349  Tibetan Buddhism: Inside the Mystique (3)
REL 355  Sanskrit in the Sacred Traditions of India (3)
REL 376  Contemplative Jewish Practice (3)

SUBTOTAL   9

Undergraduate students may petition to take MA courses in
Buddhism after REL 160, 240 and 346 are completed.

Choose 11 credits from the following two categories:
Contemporary Issues in Religion
REL 212  Queer Theory, Feminism and Religion (3)
REL 247  Embodying Sacred Wisdom:  
Modern Saints (3)
REL 312  Spiritual Models of Social Action (3)
REL 348  Buddhism in America: Dharma Comes West (3)

Contemplative Practice
REL 158W  Breeze of Simplicity: Buddhist Meditation Weekend (1)
REL 160  Meditation Practicum I: Freeing the Mind (3)
REL 170  Meditation Practicum II (3)
REL 250  Spirituality and Creative Expression (3)
REL 255W  Opening the Heart: Buddhist Meditation Weekend (1)
REL 258  Monthlong Meditation Intensive: A Program of Buddhist Practice and Study (1.5–3)
REL 271  Centering Prayer as Christian Contemplation (3)
REL 345  Zen Buddhism (3)
REL 390W–495W  Shambhala Training Levels I–XII (1)

SUBTOTAL   11

TOTAL CREDITS 36

Minor in Sanskrit or Tibetan Language
Religious Studies majors may take either Sanskrit or Tibetan to fulfill their minor requirement. A sequence of at least four courses (4 credits each) is offered in each language. (Six courses are offered in Tibetan.) The requirement of the minor is to take the first three of these four courses. However, students are encouraged to consider taking the fourth semester of the language as an elective. Students who have completed all four Tibetan courses are eligible to apply to the Nalanda Translation Committee Apprenticeship Program, which provides funding for a year (or more) for further Tibetan language training with the Translation Committee after they graduate. Since the three (or four) language courses should be taken in three (or four) consecutive semesters, students considering a study abroad program should plan to do that program either before they start their language courses or after they have completed all of them.
Sanskrit I–III (12) or Tibetan I–III (12)

TOTAL CREDITS 12

Minor in Religious Studies
Required Courses
REL 150  Buddhist Journey of Transformation:  
An Introduction (3)
REL 210  Thinking the Profound: Philosophy of Religion (3)
REL 247  Embodying Sacred Wisdom:  
Modern Saints (3)

Choose 3 credits from the following:
REL 158W  Breeze of Simplicity: Buddhist Meditation Weekend (1)
REL 160  Meditation Practicum I: Freeing the Mind (3)
REL 170  Meditation Practicum II (3)
REL 212  Queer Theory, Feminism and Religion I (3)
REL 229  Foundations of Judaism: Torah, Prayer and Acts of Kindness (3)
REL 240  Foundations of Buddhism (3)
REL 250  Spirituality and Creative Expression (3)
REL 255W  Opening the Heart: Buddhist Meditation Weekend (1)
REL 271  Centering Prayer as Christian Contemplation (3)
REL 312  Spiritual Models of Social Action (3)
REL 314  Contemplative Islam (3)
REL 321  Introduction to Jewish Mysticism (3)
REL 323  Religious Experience in Africa: Sacred Cosmos, Ritual and Community (3)
REL 325  Contemplative Christianity (3)
REL 330  Contemplative Hinduism (3)
REL 334  Hindu Yoga-Tantra (3)
REL 345  Zen Buddhism (3)
REL 346  Wisdom and Compassion:  
The Buddhist Path (3)
REL 348  Buddhism in America: Dharma Comes West (3)
REL 349  Tibetan Buddhism: Inside the Mystique (3)
REL 355  Sanskrit in the Sacred Traditions of India (3)
REL 376  Contemplative Jewish Practice (3)
REL 390W–495W  Shambhala Training Levels I–XII (1–3)

TOTAL CREDITS 12

Certificate Program in Religious Studies
This 30-credit certificate program is designed for those who wish to immerse themselves in a study of contemplative religious traditions and is open to students who have completed at least 60 semester credits prior to entering Naropa University.
Required Courses
REL 328W  BA Group Retreat (0.5) Year 1
REL 328W  BA Group Retreat (0.5) Year 2
REL 351  Deepening the Discipline:
Topics in Religious Studies (3)
REL 479  Capstone Seminar and Senior Project (3)
SUBTOTAL  7

Choose 3 credits from the following courses:
(Prerequisites for 300 level classes)
REL 160  Meditation Practicum I: Freeing the Mind (3)
REL 271  Centering Prayer as Christian
Contemplation (3)
REL 390W–392W Shambhala Training I–III (3)
SUBTOTAL  3

Choose 6 credits from the following courses:
(Prerequisites for 300 level classes)
REL 150  Buddhist Journey of Transformation:
An Introduction (3)
REL 210  Thinking the Profound: Philosophy
of Religion (3)
REL 247  Embodying Sacred Wisdom:
Modern Saints (3)
SUBTOTAL  6

Choose the following from the course guide:
Religious Studies Courses (14)
TOTAL CREDITS 30

GRADUATE STUDY
MA in Religious Studies
The MA Religious Studies degree offers two concentrations:
Contemplative Religions and Indo-Tibetan Buddhism.

Contemplative Religions
This 45-credit concentration is designed for students who
wish to join the academic study of comparative religions
with interreligious dialogue, contemplative practice and
personal investigation. Students develop literacy in the
living practice traditions of a variety of world religions, with
special emphasis on integrating the mystical contemplative
dimension with the teachings and other aspects of the
traditions as well as on learning interreligious dialogue
skills for communicating across religious differences in an
environment of global pluralism. Students work with faculty
members who are both academically and spiritually trained
in the teachings and practices of their respective traditions.

2010–11 ADMISSION REQUIREMENTS:
MA RELIGIOUS STUDIES:
CONTEMPLATIVE RELIGIONS
1. Standard graduate admission requirements (see p. 20).
2. Telephone or in-person interview.
3. Academic writing sample.
4. Applicant must demonstrate personal maturity and
   strong academic skills.
5. Applicant must have an interest in studying religion in
   a nonsectarian context.

REQUIREMENTS: MA RELIGIOUS STUDIES:
CONTEMPLATIVE RELIGIONS
First year, fall
REL 645  Methods and Issues in the Study
of Religion (3)
REL 779  Interreligious Dialogue (3)
Religious Studies Elective (3)
Contemplative Practice Elective (3)
SUBTOTAL  12

First year, spring
REL 585  Spiritual Models of Social Action (3)
REL 651  Contemplative Practice Retreat* (noncredit)
Three Religious Studies Electives (9)
SUBTOTAL  12

Second year, fall
REL 655  Trends in Religious Studies (3)
Contemplative Practice Elective (3)
Two Religious Studies Electives (6)
SUBTOTAL  12

Second year, spring
REL 672  Non-Dualism in Theory and Practice (3)
REL 885  Master’s Project (noncredit)
Contemplative Practice Elective (3)
Religious Studies Elective (3)
SUBTOTAL  9
TOTAL CREDITS 45
* It is recommended that students complete the noncredit
   monthlong Contemplative Practice Retreat requirement (REL
   651) no later than the winter break between the fall and
   spring semesters of their second year. This requirement can
   be done in two-week sections.

Religious Studies Electives
General Electives
REL 525  Contemplative Christianity (3)
REL 529  Foundations of Judaism: Torah, Prayer
   and Acts of Kindness (3)
REL 530  Contemplative Hinduism (3)
REL 535  Introduction to Jewish Mysticism (3)
REL 545  Contemplative Islam (3)
REL 623  Religious Experience in Africa: Sacred
   Cosmos, Ritual & Community (3)
REL 625  Prayer and Prophecy: Biblical Literatures (3)
REL 634  Hindu Yoga-Tantra (3)
REL 676  Contemplative Jewish Practice (3)
REL 740  Contemporary American Religion (3)
Buddhism Electives
REL 546  Buddhism in America: Dharma Comes West (3)
REL 611  First Turning of the Wheel: Nature of Mind and Emotions (3)
REL 614  Mind and its World I (3)
REL 624  Mind and its World II (3)
REL 661  The Second Turning of the Wheel: The Bodhisattva Path (3)
REL 701  The Middle Way School (3)
REL 710  The Third Turning of the Wheel (3)
REL 750  Path to Enlightenment (3)
REL 751  Buddhism in Tibet (3)

Contemplative Practice Electives
REL 504W  The Breeze of Simplicity: Buddhist Meditation Weekend (1)
REL 540  Zen Buddhism (3)
REL 554W  Opening the Heart: Buddhist Meditation Weekend (1)
REL 571  Centering Prayer as Christian Contemplation (3)
REL 600  Meditation Practicum I: Seeds of Peace (3)
REL 609W  Mindfulness Instructor Training I** (1)
REL 620  Meditation Practicum II: Self & No-Self* (3)
REL 635  Meditation Practicum III: Mind-Training* (3)
REL 690W–791W  Shambhala Training Levels I–XII (1)
REL 709W  Mindfulness Instructor Training II** (1)
REL 780  Meditation Practicum IV: Maitri & Mandala* (3)
REL 809W  Mindfulness Instructor Training III** (1)
* These courses must be taken in sequence.
** These courses must be taken in sequence. The prerequisites for REL 609W are Meditation Practicum I and II, as well as a Buddhist monthlong meditation intensive, two weeks of which must be completed before the class begins.

Culminating Requirements for MA Religious Studies: Contemplative Religions
The degree program concludes with an oral comprehensive exam as well as a master’s paper or project.

Indo-Tibetan Buddhism
The MA Religious Studies with Indo-Tibetan Buddhism concentration offers two emphases: History of Religions and Tibetan Traditions.

Tibet has played a central role in the development of Buddhism in Asia, including the preservation of the scholastic traditions and texts of India while deepening the meditative practices and insights of the Indian oral traditions. This MA degree surveys Indian and Tibetan Buddhism with emphasis on textual and meditative lineages, integrating study and practice each semester. The faculty includes Western-trained academics and acharyas (master teachers) steeped in Tibetan Buddhist practice as well as English-speaking Tibetan lamas extensively trained in their own traditions.

2010–11 ADMISSION REQUIREMENTS: MA RELIGIOUS STUDIES: INDO-TIBETAN BUDDHISM
1. Standard graduate admission requirements (see p. 20).
2. Telephone or in-person interview.
3. Academic writing sample.
4. Applicant must demonstrate personal maturity and strong academic skills.
5. Applicant must have an interest in studying Buddhist principles and meditation practices in a nonsectarian context.

History of Religions or Tibetan Tradition Emphasis
For their second academic year, students choose either the History of Religions emphasis or the Tibetan Tradition emphasis. For more specific information of the characteristics and how these two emphases differ, please see the graduate religious studies fact sheet available in the Admissions Office or on the Naropa University website.

History of Religions Emphasis
The History of Religions emphasis has been developed by Naropa’s core faculty over the last twenty-five years and investigates the Buddhist tradition in light of its many dimensions in culture: textual, historical, artistic and meditative. “History of Religions” refers to academic study that values religion, in this case Buddhism, as an expression of cultures over time, manifesting in literature, the arts, social institutions, traditions of saints, ethics and philosophy, and myth and symbol. While History of Religions introduces critical methods of contemporary scholarship, such as textual analysis and phenomenology, at the forefront is the exploration of the richness of religious imagination and practice.

Tibetan Tradition Emphasis
In the Tibetan Tradition emphasis, students acquire the systematic foundation in Indo-Tibetan Buddhism that students receive in a traditional Tibetan monastic college (shedra), utilizing a blend of traditional and Western styles of pedagogy, based on the materials, teaching methods and forms of analytical meditation developed at Nitartha Institute since its founding in 1996 by The Dzogchen Ponlop Rinpoche. Presenting all Three Turnings of the Wheel of Dharma, these courses emphasize the union of view, meditation and conduct, and utilize elements of the History of Religions methods described above. (For background information, see www.nitarthainstitute.org.)

The course of study of the Tibetan Tradition emphasis includes attending a monthlong summer program of Nitartha Institute between the first and second years of the degree program.
REQUIREMENTS: MA RELIGIOUS STUDIES: INDO-TIBETAN BUDDHISM: HISTORY OF RELIGIONS AND TIBETAN TRADITION EMPHASES

First year, fall
REL 600  Meditation Practicum I: Seeds of Peace (3)
REL 611  The First Turning of the Wheel: The Nature of Mind and Emotions (3)
REL 614  Mind and Its World I (3)
REL 645  Methods and Issues in the Study of Religion (3)
SUBTOTAL  12

First year, spring
REL 620  Meditation Practicum II: Self and No-Self (3)
REL 624  Mind and Its World II (3)
REL 650  Dathun: Monthlong Meditation Intensive* (noncredit)
REL 661  Second Turning of the Wheel: The Bodhisattva Path (3)
SUBTOTAL  9

First year, summer
Tibetan Tradition emphasis students will attend Nitartha Institute**
REL 705  The Mind Only School (1.5) Tibetan Tradition emphasis only
REL 720  Buddha Nature and Shentong Traditions (1.5) Tibetan Tradition emphasis only
SUBTOTAL  3 (Tibetan Tradition emphasis)

Second year, fall
REL 635  Meditation Practicum III: Mind-Training (3)
REL 701  The Middle Way School (3)
Two Religious Studies Electives (6)
SUBTOTAL  12

Second year, spring
REL 710  Third Turning of the Wheel (3) History of Religions emphasis only
REL 750  Path to Enlightenment (3) Tibetan Tradition emphasis only
REL 751  Buddhism in Tibet (3) or
REL 760  Vajrayana: Symbol, Iconography and Ritual (3)
REL 780  Meditation Practicum IV: Maitri & Mandala (3)
REL 885  Master's Paper/Project (noncredit)
Religious Studies Elective (3) History of Religions emphasis only
SUBTOTAL  9 (12) (History of Religions emphasis)
TOTAL CREDITS 45

* It is highly recommended that students complete the noncredit monthlong dathün requirement (REL 650) by the winter break between the fall and spring semesters of their first year, or at the latest during the summer following their first year.

** Students are required to complete the noncredit requirement of attending a monthlong Nitartha Institute program in the summer following their first year. This is integral to the sequence of the curriculum.

Religious Studies Electives
Buddhism Electives
REL 540  Zen Buddhism (3)
REL 546  Buddhism in America: Dharma Comes West (3)
REL 710  The Third Turning of the Wheel (3)
REL 750  Path to Enlightenment (3)
REL 751  Buddhism in Tibet (3)
REL 760  Vajrayana: Symbol, Iconography and Ritual (3)

General Electives
REL 525  Contemplative Christianity (3)
REL 529  Foundations of Judaism: Torah, Prayer and Acts of Kindness (3)
REL 530  Contemplative Hinduism (3)
REL 535  Introduction to Jewish Mysticism (3)
REL 545  Contemplative Islam (3)
REL 585  Spiritual Models of Social Action (3)
REL 623  Religious Experience in Africa: Sacred Cosmos, Ritual and Community (3)
REL 625  Prayer and Prophecy: Biblical Literatures (3)
REL 634  Hindu Yoga-Tantra (3)
REL 676  Contemplative Jewish Practice (3)
REL 749  Contemporary American Religion (3)

Contemplative Practice Electives
REL 504W  The Breeze of Simplicity: Buddhist Meditation Weekend (1)
REL 540  Zen Buddhism (3)
REL 554W Opening the Heart: Buddhist Meditation Weekend (1)
REL 571  Centering Prayer as Christian Contemplation (3)
REL 609W  Mindfulness Instructor Training I* (1)
REL 690W–795W Shambhala Training I–XII (1)
REL 709W  Mindfulness Instructor Training II* (1)
REL 809W  Mindfulness Instructor Training III* (1)
* These courses must be taken in sequence. The prerequisites for REL 609W are Meditation Practicum I and II, as well as a Buddhist monthlong meditation intensive, two weeks of which must be completed before the class begins.

Culminating Requirements for MA Religious Studies: Indo-Tibetan Buddhism: History of Religions and Tibetan Tradition Emphases
The degree program concludes with an oral comprehensive exam as well as a master's paper or project.
MA in Religious Studies with Language
The MA Religious Studies with Language degree offers two concentrations: Contemplative Religions and Indo-Tibetan Buddhism. This 61-credit MA degree includes all the course work of either concentration described above, plus training in either Sanskrit or Tibetan through two years (16 credits) of course work or more.

Sanskrit
The lingua franca of Buddhism, Sanskrit stood close to the spoken tongue of the Buddha himself; it was the idiom of Indian Buddhist texts, and it functioned as the common language of Buddhism throughout Asia. The Sanskrit language option provides students with a knowledge of Sanskrit grammar and vocabulary, as well as initial reading knowledge providing access to the world of Buddhist texts.

Tibetan
Study of the Tibetan language provides access to the rich and diverse world of Tibetan Buddhist literature, to the oral teachings of contemporary Tibetan masters, and to a great body of Indian texts that survive only in Tibetan translation. The Tibetan language option provides training in both classical Tibetan and the spoken language. Study of classic Tibetan involves learning grammar and vocabulary of the classical language and the reading of texts. Modern Tibetan is learned through the study of the contemporary idiom with practice in hearing and speaking Tibetan.

The course of study of the Tibetan Tradition emphasis includes attending a monthlong summer program of Nitartha Institute between the first and second years of the degree program.

MA Religious Studies with Language: Contemplative Religions
This MA degree includes all the course work of the MA Religious Studies degree with the Contemplative Religions concentration described above, which is enriched by training in either Sanskrit or Tibetan through two years (16 credits) of course work or more. This 61-credit concentration is designed for students who wish to join the academic study of comparative religions with interreligious dialogue, contemplative practice and personal investigation. Students develop literacy in the living practice traditions of a variety of world religions, with special emphasis on integrating the mystical contemplative dimension with the teachings and other aspects of the traditions as well as on learning interreligious dialogue skills for communicating across religious differences in an environment of global pluralism. Students work with faculty members who are both academically and spiritually trained in the teachings and practices of their respective traditions.

2010-11 ADMISSION REQUIREMENTS:
MA RELIGIOUS STUDIES WITH LANGUAGE: CONTEMPLATIVE RELIGIONS
1. Standard graduate admission requirements (see p. 20).
2. Telephone or in-person interview.
3. Academic writing sample.
4. Applicant must demonstrate personal maturity and strong academic skills.
5. Applicant must have an interest in studying religion in a nonsectarian context.

REQUIREMENTS: MA RELIGIOUS STUDIES WITH LANGUAGE: CONTEMPLATIVE RELIGIONS
(Please note that many students choose to complete the program in three rather than two years. For a complete three-year plan, please see your academic advisor.)

First year, fall
REL 503  Tibetan I (4) or
REL 507  Sanskrit I (4)
REL 645  Methods and Issues in the Study of Religion (3)
REL 779  Interreligious Dialogue (3)
Religious Studies Elective (3)
Contemplative Practice Elective (3)
SUBTOTAL 16

First year, spring
REL 533  Tibetan II (4) or
REL 537  Sanskrit II (4)
REL 585  Spiritual Models of Social Action (3)
REL 651  Contemplative Practice Retreat* (noncredit)
Three Religious Studies Electives (9)
SUBTOTAL 16

Second year, fall
REL 553  Tibetan III (4) or
REL 557  Sanskrit III (4)
REL 655  Trends in Religious Studies (3)
Contemplative Practice Elective (3)
Two Religious Studies Electives (6)
SUBTOTAL 16

Second year, spring
REL 583  Tibetan IV (4) or
REL 587  Sanskrit IV (4)
REL 672  Non-Dualism in Theory and Practice (3)
REL 885  Master’s Project (noncredit)
Religious Studies Elective (3)
Contemplative Practice Elective (3)
SUBTOTAL 13
TOTAL CREDITS 61
* It is recommended that students complete the noncredit monthlong Contemplative Practice Retreat requirement (REL 651) no later than the winter break between the fall and spring semesters of their second year. This requirement can be done in two week sections.

### Religious Studies Electives
#### Buddhism Electives
- REL 546: Buddhism in America: Dharma Comes West (3)
- REL 611: First Turning of the Wheel: Nature of Mind and Emotions (3)
- REL 614: Mind and its World I (3)
- REL 624: Mind and its World II (3)
- REL 661: The Second Turning of the Wheel: The Bodhisattva Path (3)
- REL 701: The Middle Way School (3)
- REL 710: The Third Turning of the Wheel (3)
- REL 750: Path to Enlightenment (3)
- REL 751: Buddhism in Tibet (3)

#### General Electives
- REL 525: Contemplative Christianity (3)
- REL 530: Contemplative Hinduism (3)
- REL 535: Introduction to Jewish Mysticism (3)
- REL 545: Contemplative Islam (3)
- REL 623: Religious Experience in Africa: Sacred Cosmos, Ritual and Community (3)
- REL 625: Prayer and Prophecy: Biblical Literatures (3)
- REL 634: Hindu Yoga-Tantra (3)
- REL 676: Contemplative Jewish Practice (3)
- REL 740: Contemporary American Religion (3)

### Contemplative Practice Electives
- REL 504W: The Breeze of Simplicity: Buddhist Meditation Weekend (1)
- REL 540: Zen Buddhism (3)
- REL 554W: Opening the Heart: Buddhist Meditation Weekend (1)
- REL 571: Centering Prayer as Christian Contemplation (3)
- REL 600: Meditation Practicum I: Seeds of Peace (3)
- REL 609W: Mindfulness Instructor Training **(1)**
- REL 620: Meditation Practicum II: Self & No-Self * (3)
- REL 635: Meditation Practicum III: Mind-Training* (3)
- REL 690W–791W: Shambhala Training Levels I–XII (1)
- REL 709W: Meditation Instructor Training II** (1)
- REL 780: Meditation Practicum IV: Maitri & Mandala* (3)
- REL 809W: Mindfulness Instructor Training III** (1)

* These courses must be taken in sequence.
** These courses must be taken in sequence. The prerequisites for REL 609W are Meditation Practicum I and II, as well as a Buddhist monthlong meditation intensive, two weeks of which must be completed before the class begins.

### Culminating Requirements for MA Religious Studies with Language: Contemplative Religions
The degree program concludes with an oral comprehensive exam as well as a master’s paper or project which can be a translation of Sanskrit or Tibetan.

### MA Religious Studies with Language: Indo-Tibetan Buddhism
The MA Religious Studies with Language degree with the Indo-Tibetan Buddhism concentration offers two emphases: History of Religions and Tibetan Tradition. This MA degree includes all the course work of the MA Religious Studies degree with the Indo-Tibetan Buddhism concentration described above, which is enriched by training in either Sanskrit or Tibetan through two years (16 credits) of course work or more. This degree surveys Indian and Tibetan Buddhism with emphasis on textual and meditative lineages, integrating study and practice each semester; with the added dimension of exploring Buddhist texts beyond the filter of a particular English translation through language study. The faculty includes Western-trained academics and acharyas (master teachers) steeped in Tibetan Buddhist practice as well as English-speaking Tibetan lamas extensively trained in their own traditions.

#### Sanskrit
The lingua franca of Buddhism, Sanskrit stood close to the spoken tongue of the Buddha himself; it was the idiom of Indian Buddhist texts, and it functioned as the common language of Buddhism throughout Asia. The Sanskrit language option provides students with a knowledge of Sanskrit grammar and vocabulary, as well as initial reading knowledge providing access to the world of Buddhist texts.

#### Tibetan
Study of the Tibetan language provides access to the rich and diverse world of Tibetan Buddhist literature, to the oral teachings of contemporary Tibetan masters, and to a great body of Indian texts that survive only in Tibetan translation. The Tibetan Language option provides training in both classical Tibetan and the spoken language. Study of classic Tibetan involves learning grammar and vocabulary of the classical language and the reading of texts. Modern Tibetan is learned through the study of the contemporary idiom with practice in hearing and speaking Tibetan.

### 2010–11 ADMISSION REQUIREMENTS:
#### MA RELIGIOUS STUDIES WITH LANGUAGE: INDO-TIBETAN BUDDHISM
1. Standard graduate admission requirements (see p. 20).
2. Telephone or in-person interview.
3. Academic writing sample.
4. Applicant must demonstrate personal maturity and strong academic skills.
5. Applicant must have an interest in studying Buddhist principles and meditation practices in a nonsectarian context.
History of Religions or Tibetan Tradition Emphasis
For their second academic year, students choose either the History of Religions or Tibetan Tradition emphasis. For more specific information of the characteristics and how these two emphases differ, please see the graduate religious studies fact sheet available in the Admissions Office or on the Naropa University website.

History of Religions Emphasis
The History of Religions emphasis has been developed by Naropa’s core faculty over the last twenty-five years and investigates the Buddhist tradition in light of its many dimensions in culture: textual, historical, artistic and meditative. "History of Religions" refers to academic study that values religion, in this case Buddhism, as an expression of cultures over time, manifesting in literature, the arts, social institutions, traditions of saints, ethics and philosophy, and myth and symbol. While History of Religions introduces critical methods of contemporary scholarship, such as textual analysis and phenomenology, at the forefront is the exploration of the richness of religious imagination and practice.

Tibetan Tradition Emphasis
In the Tibetan Tradition emphasis, students acquire the systematic foundation in Indo-Tibetan Buddhism that students receive in a traditional Tibetan monastic college (shedra), utilizing a blend of traditional and Western styles of pedagogy, based on the materials, teaching methods and forms of analytical meditation developed at Nitartha Institute since its founding in 1996 by The Dzogchen Ponlop Rinpoche. Presenting all Three Turnings of the Wheel of Dharma, these courses emphasize the union of view, meditation and conduct, and utilize elements of the History of Religions methods described above. (For background information, see www.nitarthainstitute.org.)

The course of study of the Tibetan Tradition emphasis includes attending a monthlong summer program of Nitartha Institute between the first and second years of the degree program.

Tibetan Apprenticeship Program
Students who have completed at least four Tibetan courses are eligible to apply to the Nalanda Translation Committee Apprenticeship Program, which provides funding for a year (or more) for further Tibetan language training with the translation committee after they graduate.

REQUIREMENTS: MA RELIGIOUS STUDIES WITH LANGUAGE: INDO-TIBETAN BUDDHISM: HISTORY OF RELIGIONS AND TIBETAN TRADITION EMPHASES
First year, fall
REL 503   Tibetan I (4) or
REL 507   Sanskrit I (4)

REL 600   Meditation Practicum I: Seeds of Peace (3)
REL 611   First Turning of the Wheel: Nature of Mind and Emotions (3)
REL 614   Mind and Its World I (3)
SUBTOTAL  13

First year, spring
REL 533   Tibetan II (4) or
REL 537   Sanskrit II (4)
REL 620   Meditation Practicum II: Self and No-Self (3)
REL 624   Mind and Its World II (3)
REL 650   Dathun: Monthlong Meditation Intensive* (noncredit)
REL 661   Second Turning of the Wheel: The Bodhisattva Path (3)
Religious Studies Elective (3)
SUBTOTAL  16

First year, summer
Tibetan Tradition emphasis students will attend Nitartha Institute
REL 705   The Mind Only School (1.5) Tibetan Tradition emphasis only
REL 720   Buddha Nature and Shentong Traditions (1.5) Tibetan Tradition emphasis only
SUBTOTAL  3 (Tibetan Tradition emphasis)

Second year, fall
REL 553   Tibetan III (4) or
REL 557   Sanskrit III (4)
REL 635   Meditation Practicum III: Mind-Training (3)
REL 645   Methods and Issues in the Study of Religion (3)
REL 701   The Middle Way School (3)
Religious Studies Elective (3)
SUBTOTAL  16

Second year, spring
REL 583   Tibetan IV (4) or
REL 587   Sanskrit IV (4)
REL 710   Third Turning of the Wheel (3) History of Religions emphasis only
REL 750   Path to Enlightenment (3) Tibetan Tradition emphasis only
REL 751   Buddhism in Tibet (3) or
REL 760   Vajrayana: Symbol, Iconography and Ritual (3)
REL 780   Meditation Practicum IV: Maitri and Mandala (3)
Religious Studies Elective (3) History of Religions emphasis only
REL 885   Master’s Project (noncredit)
SUBTOTAL  13 (16) (History of Religions emphasis)
TOTAL CREDITS 61

* It is highly recommended that students complete the noncredit monthlong dathun requirement (REL 650) by the winter break between the fall and spring semesters of their
first year, or at the latest during the summer following their first year. **Students are required to complete the noncredit requirement of attending a monthlong Nitartha Institute program in the summer following their first year. This is integral to sequence of the curriculum.

**Religious Studies Electives**

**Buddhism Electives**

REL 540   Zen Buddhism (3)
REL 546   Buddhism in America: Dharma Comes West (3)
REL 710   Third Turning of the Wheel (3)
REL 750   Path to Enlightenment (3)
REL 751   Buddhism in Tibet (3)
REL 760   Vajrayana: Symbol, Iconography & Ritual (3)

**General Electives**

REL 525   Contemplative Christianity (3)
REL 529   Foundations of Judaism: Torah, Prayer and Acts of Kindness (3)
REL 530   Contemplative Hinduism (3)
REL 535   Introduction to Jewish Mysticism (3)
REL 545   Contemplative Islam (3)
REL 585   Spiritual Models of Social Action (3)
REL 623   Religious Experience in Africa: Sacred Cosmos, Ritual and Community (3)
REL 625   Prayer and Prophecy: Biblical Literatures (3)
REL 634   Hindu Yoga-Tantra (3)
REL 676   Contemplative Jewish Practice (3)
REL 749   Contemporary American Religion (3)

**Contemplative Practice Electives**

REL 504W  The Breeze of Simplicity: Buddhist Meditation Weekend (1)
REL 540   Zen Buddhism (3)
REL 554W  Opening the Heart: Buddhist Meditation Weekend (1)
REL 571   Centering Prayer as Christian Contemplation (3)
REL 609W  Mindfulness Instructor Training I* (1)
REL 690W–795W Shambhala Training I–XII (1)
REL 709W  Mindfulness Instructor Training II* (1)
REL 809W  Mindfulness Instructor Training III* (1)

* These courses must be taken in sequence. The prerequisites for REL 609W are Meditation Practicum I and II, as well as a Buddhist monthlong meditation intensive, two weeks of which must be completed before the class begins.

**Culminating Requirements for MA Religious Studies with Language: Indo-Tibetan Buddhism:**

The degree program concludes with an oral comprehensive exam as well as a master’s paper or project which can be a translation of Sanskrit or Tibetan.

**Master of Divinity**

The Master of Divinity degree prepares students for professional work in the fields of pastoral care, chaplaincy, community development and dharma teaching. This three-year program is firmly grounded in Buddhist philosophy and meditation practice while emphasizing an interreligious approach to individual and community care. This training is then applied in hands-on internship work to develop individuals who can actively manifest wisdom and compassion in the world. The program breaks new ground in preparing Buddhist-inspired students to serve their communities in leadership capacities.

The MDiv degree prepares students through four streams of learning: Theological Study—an in-depth understanding of the basic Buddhist texts and doctrines, in historical and present-day contexts; Community—devoted to the insights and tools for fostering “engaged” communities; Interfaith Pastoral Care—the ability to serve the spiritual and human needs of a diverse community in ministerial/chaplaincy roles while embodying the principles and practices of one’s primary tradition; Practice and Meditation—the spiritual practice of sitting meditation from the Buddhist tradition.

Clinical pastoral education fieldwork placements based on individual student interests provide a live context for integrating all four streams of learning, applying them to real world needs, initiating, at the same time, the process of lifetime learning through their work.

**2010–11 ADMISSION REQUIREMENTS: MASTER OF DIVINITY**

1. Standard graduate admission requirements (see p. 20).
2. Telephone or in-person interview.
3. Academic writing sample.
4. Applicant must demonstrate personal readiness and strong academic skills.
5. Applicant must have an interest in a spiritually informed approach to addressing the needs of others, utilizing Buddhist principles and meditation practices in a nonsectarian fashion.
6. One of the three required letters of recommendation must be completed by someone who knows the applicant from a community of faith context (meditation instructor, spiritual advisor, minister, rabbi, etc.).
7. Supplemental application.

**History of Religions or Tibetan Tradition Emphasis**

Students may choose the History of Religions or the Tibetan Tradition emphasis. For specific information on the characteristics of these two emphases and how they differ, see the graduate religious studies fact sheet available in the Admissions Office.
REQUIREMENTS: MASTER OF DIVINITY:
HISTORY OF RELIGIONS AND TIBETAN
TRADITION EMPHASES

(Please note that many students complete the program in four rather than three years. For a complete four-year plan, please see your academic advisor.)

First year, fall
REL 600  Meditation Practicum I: Seeds of Peace (3)
REL 602  Communication: Family Systems (3)
REL 611  The First Turning of the Wheel: Nature of Mind and Emotions (3)
REL 614  Mind and Its World I  (3)
REL 616  Process Lab I (1)
SUBTOTAL    13

First year, spring
REL 615  Group Process I: Conflict and Diversity (3)
REL 620  Meditation Practicum II: Self and No-Self (3)
REL 624  Mind and Its World II (3)
REL 650  Dathun: Monthlong Meditation Intensive* (noncredit)
REL 654  Process Lab II (1)
REL 661  Second Turning of the Wheel: The Bodhisattva Path (3)
SUBTOTAL    13

First year, summer
Tibetan Tradition students will attend Nitartha Institute** and register for:
REL 705  The Mind Only School  (1.5)  
Tibetan Tradition emphasis only
REL 720  Buddha Nature and Shentong Traditions  
(1.5) Tibetan Tradition emphasis only
SUBTOTAL    3 (Tibetan Tradition emphasis)

Second year, fall
REL 635  Meditation Practicum III: Mind Training (3)
REL 652  Group Process II: Cultivating the Sacred (3)
REL 701  The Middle Way School (3)
REL 728  Process Lab III (1)
REL 779  Interreligious Dialogue (3)
SUBTOTAL    13

Second year, spring
REL 643  Ethics & Issues in the Practice of Pastoral Care (3)
REL 710  Third Turning of the Wheel  (3)  
History of Religions emphasis only
REL 712  Applied Theology I: Multicultural Counseling (2)
REL 749  Contemporary American Religion (3)
REL 750  Path to Enlightenment  (3)  
Tibetan Tradition emphasis only
REL 768  Process Lab IV (1)
REL 780  Meditation Practicum IV: Maitri & Mandala (3)
SUBTOTAL    15

Second year, summer
REL 747  MDIV CPE Fieldwork (noncredit)
SUBTOTAL    0

Third year, fall
REL 609W  Mindfulness Instructor Training I*** (1)
REL 709W  Mindfulness Instructor Training II*** (1)
REL 762  Applied Theology II: A Systems Approach to Counseling & Caregiving (3)
REL 803  MDIV Research & Methodology (1.5)
Two Religious Studies Electives (6)
SUBTOTAL    12.5

Third year, spring
REL 802  Applied Theology III: A Systems Approach to Counseling & Caregiving (3)
REL 809W  Mindfulness Instructor Training III*** (1)
REL 853  Theological Thesis (1.5)
Religious Studies Elective (3) History of Religions emphasis only
Religious Studies Elective (3)
SUBTOTAL    11.5 (8.5) (Tibetan Tradition emphasis)

TOTAL CREDITS 78

*It is highly recommended that students complete the noncredit monthlong dathun requirement (REL 650) by the winter break between the fall and spring semesters of their first year or at the latest during the summer following their first year.

**It is required that students in the Tibetan Tradition emphasis complete the requirement to attend a monthlong Nitartha Institute program in the summer following their first year. This is integral to the sequence of the curriculum.

***The prerequisites for REL 609W are Meditation Practicum I and II as well as a Buddhist monthlong meditation intensive, two weeks of which must be completed before the class begins.

Electives
At least one of the four electives of the History of Religious emphasis must be a Buddhism elective. The other three electives of both emphases can be Buddhism electives, Religious Studies electives or Contemplative Practice electives.

Buddhism Electives
REL 540  Zen Buddhism (3)
REL 546  Buddhism in America: Dharma Comes West (3)
REL 710  The Third Turning of the Wheel (3)
REL 750  Path to Enlightenment (3)
REL 751  Buddhism in Tibet (3)
REL 760  Vajrayana: Symbol, Iconography and Ritual (3)
### Religious Studies Electives

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<th>Course Name</th>
<th>Credits</th>
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<td>Tibetan I</td>
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<td>REL 507</td>
<td>Sanskrit I</td>
<td>4</td>
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<td>REL 525</td>
<td>Contemplative Christianity</td>
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<td>REL 655</td>
<td>Trends in Religious Studies</td>
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<tr>
<td>REL 672</td>
<td>Non-Dualism in Theory &amp; Practice</td>
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<td>REL 676</td>
<td>Contemplative Jewish Practice</td>
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### Contemplative Practice Electives

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<td>The Breeze of Simplicity: Buddhist Meditation Weekend</td>
<td>1</td>
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<tr>
<td>REL 540</td>
<td>Zen Buddhism</td>
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<td>REL 554W</td>
<td>Opening the Heart: Buddhist Meditation Weekend</td>
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<tr>
<td>REL 571</td>
<td>Centering Prayer as Christian Contemplation</td>
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<tr>
<td>REL 634</td>
<td>Hindu Yoga-Tantra</td>
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<tr>
<td>REL 690W–795W</td>
<td>Shambhala Training I–XII</td>
<td>1</td>
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</tbody>
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### Note on Fees:

There are several expenses associated with noncredit requirements in the Religious Studies Department programs. These do not involve any Naropa tuition cost but do involve costs paid to the organizations offering these programs. The purpose of noncredit requirements is to include these important components in the degree programs without increasing their costs by adding Naropa tuition to them. In particular, both dathun (approx. $1,000) and the Nitartha Institute program (approx. $2,000) have significant expense associated with them. In addition, Divinity students have to pay a significant fee (approx. $1,700) for participation in a CPE-approved internship. All the prices listed here are estimates based on current costs. These costs are set by outside organizations and are subject to change. In addition, there are also occasional smaller course fees, which are subject to change, associated with individual classes. The department offers scholarships through the Fredrick P. Lenz Foundation and other donors to help pay for a portion of these noncredit program costs.

**RELIGIOUS STUDIES COURSES**

**Undergraduate**

100–199  introductory courses open to all students
200–299  intended for first-year and second-year students
300–399  intended for juniors and seniors
400–499  intended primarily for seniors

**Graduate**

500–599  graduate-level electives and introductory courses
600–699  intended primarily for first-year graduate students
700–799  intended primarily for advanced graduate students
800–899  primarily for master's thesis, projects, internship, field placement, etc.

- e  Online course
- W  Weekend course

### RELIGIOUS STUDIES (REL)

**REL 150**

Buddhist Journey of Transformation: An Introduction (3)

This course traces the transformation of emotional and conceptual confusion into wisdom on the Buddhist path. Beginning with insights into how humans generate confusion and habitual patterns, we extend that insight to develop compassion and skill in working with others and discover wisdom and skillful means within our confused states in the present moment. Students are introduced to the rich diversity of Indo-Tibetan Buddhist “three vehicles” within the context of Buddhist history, texts and traditions.

**REL 156W/552W**

Zen Intensive Weekend (1)

The teaching and practice of Zen Buddhism assumes that there is a Big Mind present in all mental and physical activities, that this Big Mind can be realized and that its realization can be matured. The class looks at how this Zen paradigm—its teachings, practices and realization—can be a personal vision and part of professional contemporary psychology.

**REL 157W/501W**

Theravada Vipassana Weekend (1)

When mindfulness meditation is practiced, the exquisite ordinariness of the movement of breath, of the sensation of the body sitting on the earth and of the busyness of the mind and emotions is discovered. This intensive weekend introduces insight meditation, “vipassana,” from the Theravada Buddhist tradition of Southeast Asia. This course includes mindfulness practice in sitting, walking and daily life through short talks, guided meditations and the practice of “noble silence.”
REL 158W/504W
The Breeze of Simplicity: Buddhist Meditation Weekend (1)
Buddhist meditation is based on the path of seeing who we really are, very simply and naturally. The basics of sitting meditation practice from the Buddhist tradition are introduced. Beginning or experienced meditation students are guided through this direct experience of mind. This weekend includes lectures, discussion and meditation.

REL 160
Meditation Practicum I: Freeing the Mind (3)
Students are introduced to sitting meditation practice drawn from the Tibetan Buddhist tradition of shamatha-vipashyana. Weekly lectures emphasize experiential aspects of the practice, involving such topics as the discovery of impermanence, working with emotions and the cultivation of maitri (loving-kindness). The course includes weekly discussion groups, individual meetings with a meditation instructor and daily meditation practice, midterm and final oral exams.

REL 160e/500e
Meditation Practicum I (3)
Drawing from both the Shambhala and Buddhist traditions, this course introduces students to the sitting practice and psychology of meditation. In these traditions, sitting meditation is the most direct means of training in mindfulness/awareness, which is the basis of contemplative psychotherapy and healing.

REL 170
Meditation Practicum II (3)
This course continues the instruction in meditation practice begun in the fall semester, emphasizing Mahayana practice, including the generation of an enlightened attitude (bodhicicitta), the practice of the perfections (paramitas), the training of the mind (lojong) and the exchange of self and other (tonglen). Midterm and final oral exams. Prerequisite: REL 160, TRA 100, TRA 200 or PSYB 215.

REL 170e/510e
Meditation Practicum II (3)
In this class we explore the Mahayana (Great Path) Buddhist teachings on compassion, loving-kindness, emptiness (the non-existence of a separate self) and the interconnectedness of all things. Students are introduced to the meditation practice of tonglen (exchanging oneself for others), and the warrior discipline of lojong (mind-training)—first introduced in Tibet one thousand years ago, and brought to the West by Naropa’s founder, Chögyam Trungpa Rinpoche. This training is very direct and practical rather than philosophical, and emphasizes gentleness and skillful action in our everyday dealings with other people. Prerequisite: REL 160e/500e.

REL 208/608
The Life and Teachings of Chögyam Trungpa Rinpoche (3)
An exploration of the lineage, background and context, including both India and Tibet, of Trungpa Rinpoche’s life and teaching. The course explores core themes including the centrality of meditation practice; the framework of the “three yanás” as definitive of the stages of spiritual and psychological growth that mark the maturation of the human person; the tension between the ‘lonely journey’ and community and organizational life; and the role of ‘crazy wisdom’ in the life of a realized teacher.

REL 210
Thinking the Profound: Philosophy of Religion (3)
This class explores philosophical discourses about religion and religious phenomena. We take up questions such as: What makes a religion? Can we find common roots and evolutionary processes at work in the history of religions? How do religions function in the lives of individuals and communities for good or for bad? How can we understand phenomena like mysticism, fundamentalism or religious violence? How are religions changing as they interact with increasingly complex, diverse and secular societies? How can contemporary philosophies such as feminism, Marxism and postmodernism deepen and revise our understanding of religion and religious discourse?

REL 212
Queer Theory, Feminism and Religion I (3)
Religion has greatly influenced our experiences as gendered beings in the areas of sexuality, power, gender roles, personal identity, privilege and wisdom. Feminism has identified the biases and abuses of patriarchy and sought to rectify them. It has also birthed the GLBT movement and queer theory. How have these efforts spoken to the spiritual subjectivities of women, sexual minorities or men in these traditions? On what terms can gender be appreciated and valued? This course traces the historical evolution and cultural influences of patriarchy, feminism and gay liberation on religious experience as well as religions’ impact on the formation of gender roles.

REL 213e/513e
Online Tibetan I (3)
This online class lays the foundation for developing proficiency in the Tibetan language, which will eventually give access to the full treasure of the profound and vast wisdom literature of Buddhism. We begin with learning to pronounce and calligraphy the alphabet, and quickly gain the ability to read or chant. We cover basic grammatical elements and simple sentence structures that are the basis for both classical and colloquial language. Investigation of Buddhist terminology lends depth to the concepts and excitement to the task of acquiring basic vocabulary.
REL 229/529
Foundations of Judaism: Torah, Prayer and Acts of Kindness (3)
This course traces the evolution of rabbinic Judaism in its history, beliefs, literature and practices. Beginning with its formation in the first century of the Common Era, we follow major developments through the Middle Ages and into the modern period. Along the way, we learn about the Jewish conception of Torah in both its metaphysical and practical elements. We study material from the foundational texts of the Oral Torah: Mishnah, Gemara and Midrash, as well as later texts. Jewish law, philosophy, Kabbalah, sacred time and contemplative prayer are studied and discussed.

REL 240
Foundations of Buddhism (3)
An introduction to Buddhism including a survey of Buddhist history, philosophy and practice. Special emphasis on the basic Buddhist view and perspective as expressed in the life of the Buddha, the four noble truths and the Buddhist understanding of the mind. The course examines the close relationship between Buddhist thought and the central spiritual discipline of meditation. Grading criteria includes a final paper.

REL 247
Embodying Sacred Wisdom: Modern Saints (3)
An exploration of the human thirst for spiritual experience and transformation through the studies of biographies of 19th and 20th century contemplatives from several selected religious traditions, both Eastern and Western. Through examining the spiritual and religious journey of saints and their relationships with their traditions, students learn the diversity of religious traditions of sainthood. How do the journeys of their saints relate to our personal journeys? Readings include sacred biographies (hagiographies), study of modern religious traditions in context, and interpretations of sainthood in both theological and cross-cultural perspectives.

REL 250
Spirituality and Creative Expression (3)
This course focuses on exploring spirituality and its manifestation in our lives through creative expression. The foundation for this exploration is Maitri practice, which cultivates awareness of our own energetic makeup and how these energies manifest as the core patterns of our daily lives. Developed by Trungpa Rinpoche, the founder of Naropa, this practice is done in five different colored rooms, representing the Five Buddha Families. In addition to the Maitri room practice, we work with several contemplative art forms, such as object arrangement, painting, brush stroke and space awareness exercises. The challenge for each of us is to discover, integrate and appreciate our energetic expressions and to bring our creativity to form, individually and as a group.

REL 255W/554W
Opening the Heart: Buddhist Meditation Weekend (1)
When the vast network of pain and confusion in the world is experienced, one can become overwhelmed and full of despair. But the Buddhist tradition provides training that allows one to look deeply into this pain and confusion in order to discover the courageous heart available to everyone. This weekend introduces the lojong (mind training) teachings of the twelfth-century Buddhist master Atisha that demonstrate in a practical way how to engage the world and to transform pain and confusion into compassion.

REL 258/547
Monthlong Meditation Intensive: A Program of Buddhist Practice and Study (1.5–6)
This intensive, called a “teaching dathun,” is a four-week, 3-credit program at Shambhala Mountain Center in the mountains of northern Colorado. Participants sit for about eight hours each day, eat meals Japanese Zen or “oryoki” style and have daily talks on meditation and the spiritual path. Other elements include meditation interviews, group discussions and community activities. Other teaching dathuns may receive 1.5 to 3 credits also with prior approval of the department. Other nonteaching dathuns may receive up to 3 credits.

REL 259e/559e
Online Tibetan II (3)
In this course we continue to lay the foundation for proficiency in the Tibetan language, with the dual goal of communication and access to the wisdom teachings of Tibetan Buddhism. While continuing to build reading skills and vocabulary, this unit looks at some more areas of Tibetan sentence structure, especially verbs. Students working in this section will be able to form sentences for speaking as well as doing some actual translation work from textual sources.

REL 271/571
Centering Prayer as Christian Contemplation (3)
This course introduces the Christian contemplative practice of Centering Prayer, as taught by Fr. Thomas Keating and Contemplative Outreach. It places this practice in the broader tradition of Christian contemplation, as a path of transformation in Christ that allows greater freedom in oneself and greater compassion for others. The course includes instruction in an active practice for integrating Centering Prayer into daily life, a day of intensive practice and study of Christian contemplative practice.

REL 274/503
Tibetan I (4)
This class develops a foundation in literary Tibetan and begins the study of modern spoken Tibetan. The first semester focuses on the grammatical foundation of the
language, the acquisition of basic vocabulary and training in the skills of correct pronunciation, handwriting and spelling. Students should expect to study at least eight hours a week outside of class.

**REL 277/507**  
Sanskrit I (4)  
An introduction to the classical Sanskrit language. The first-year course includes developing familiarization with the Sanskrit alphabet (devanagari), mastering the conventions of euphonic combination (sandhi) and learning the basics of Sanskrit grammar. In addition, we begin reading texts from the classical Indian tradition, particularly selections from the *Mahabharata* and *Ramayana* and from some simple Buddhist texts (e.g., the Heart Sutra).

**REL 284/533**  
Tibetan II (4)  
A continuation of Tibetan I. The second semester continues the work begun in Tibetan I with the addition of working on an actual Tibetan text. Students use a mandala approach of developing varied oral, aural and written skills to produce an overall knowledge of the language. Prerequisite: REL 274/503.

**REL 287/537**  
Sanskrit II (4)  
A continuation of Sanskrit I. Prerequisite: REL 277/507.

**REL 302/602**  
Communication: Family Systems (3)  
This class examines family patterns as they impact our ability to communicate with and to be present to others. By means of genograms, Virginia Satir’s experiential exercises, family sculpts and the contemplative practices of basic attendance and exchange, students explore their ability to open and their “rules for commenting” in relationship. It is recommended that students taking this class also enroll in the related 1-credit class, REL 616, Process Lab 1.

**REL 312**  
Spiritual Models of Social Action (3)  
A study of historical and contemporary figures who exemplify the spiritual ideals of nonviolent social action, tracing their unique ways of turning their personal challenges into nonviolent leadership. Drawing upon autobiography, biography, critical analysis and film as source material, students develop a personal dialogue with each of these activists, examining how inner and outer journeys join in spiritually based social activism. Activists studied include major historical figures such as Mohandas K. Gandhi and Martin Luther King Jr. as well as recent Nobel Peace Prize recipients such as Shirin Ebadi, Desmond Tutu and quasi-leaderless movements such as The Mothers of La Plaza de Mayo.

**REL 314**  
Contemplative Islam (3)  
An introduction to the belief system and cultures of the Islamic world via an interactive approach. Emphasis is placed on the traditional values, beliefs and prescribed practices of the Islamic world as expounded in the key authoritative Islamic sources: the Qur’an and the Sunna of the Prophet Muhammad. A central theme that is examined is the doctrine of *tawhid*, or the unity of God, which underlies all Islamic thought and belief. Students participate in a variety of Islamic rituals and practices in order to gain a firsthand experience of Islam.

**REL 315/615**  
Group Process I: Conflict and Diversity (3)  
The first of two courses examining the nature of the human group-field. Of particular concern is how human groups create both helpful and harmful conditions in the world. This class provides the theoretical underpinnings of the group-field, including living systems theory, group dynamics, liberation theory, conflict theory and healthy communication models such as mediation and nonviolent communication. Woven throughout is a focus on the dynamics of privilege, power and diversity, and group-field process work as a way to engage group life.

**REL 321**  
Introduction to Jewish Mysticism (3)  
The course focuses on three major trends in the history of Jewish mysticism: Spanish Kabbalah, the School of Isaac Luria and East European Hasidism. Topics include theosophy and theurgy, ecstatic and contemplative prayer, mystical psychology, soul transmigration and esoteric interpretation of scripture. The course provides a basic kabbalistic vocabulary and introduction to primary mystical sources that prepare a student for further study of contemplative Judaism.

**REL 323**  
Religious Experience in Africa: Sacred Cosmos, Ritual and Community (3)  
The course is an introduction to the cultural study of traditional African religions. We begin with close attention to cosmology, the traditional view of the world as filled with living, sacred powers. These powers are experienced in various ways—as ancestral presences, nature deities and personal guardian spirits. Therefore, we focus on ritual practices—ways of communicating with unseen forces to bring communal and personal healing, restoring balance in the human relationship to nature.

**REL 325**  
Contemplative Christianity (3)  
This course examines the contemplative/mystical tradition of Christianity and its recent recovery by mainstream Christians through the work of Thomas Merton and others.
Students will examine contemplative perspectives on such major topics as God, Christ, salvation, divine union, deification, scripture and spiritual evolution, especially as these views contrast with modern fundamentalism. This class will also study the contributions of the major historical writers of the tradition. The class includes ample time for contemplative practice.

**REL 326/626**

**Topics in Judaism: Feminine Principle (3)**
The appearance of God’s feminine face is elusive in Jewish scriptures, flickering on and off like a remote light, signaling to us through the dense forest of masculine voices. We stalk this alluring Divine Presence as She reveals Herself in the Wisdom Literature (Job, Proverbs and Intertestamental Texts), Rabbinic Literature, Jewish Medieval Philosophers and the early Kabbalistic texts (Bahir and Zohar). Students are asked to keep an ongoing dialogical journal with Chochmah (Wisdom) as well as to experience the feminine presence firsthand by participating in a Jewish prayer community during the fall celebrations of Rosh Hashanah and Yom Kippur.

**REL 328W**

**BA Religious Studies Retreat (0.5)**
Introduction to the field of religious studies from the perspective of contemplative education as well as to important thematic and analytic perspectives. Basic contemplative practice from several traditions is present and career opportunities in the arena of religious studies are explored. Building community, forming friendships and sharing our mutual journey is central to this retreat.

**REL 330/530**

**Contemplative Hinduism (3)**
An experiential and philosophical introduction to the scriptures and spiritual practices of Hindu traditions with emphasis on the Vedas, early tantra and the yoga sutras of Patanjali. A portion of each class is devoted to practice: meditation, pranayama, mantra and ritual.

**REL 334/634**

**Hindu Yoga-Tantra (3)**
Hindu Tantra envisions Ultimate Reality as intertwined aspects of Shiva and Shakti. We study contemplative theory and practices from Tantric texts and commentaries, including sacred ritual, deity forms, mantra, yantra (sacred geometry), nyasa (sacred energetic placements), chakras and visualizations. We also explore Kashmir Shaivism, a nondualistic monism, and the Srividiya Goddess tradition. Tantric influences in Indian poetry, art and dance-music forms are shared whenever possible. The last class features a culminating class worship ritual (puja) incorporating many Tantric contemplative tools studied all semester.

**REL 341e/536e**

**Buddhist Teachings on Mind and Emotions: The Abhidharma Tradition (3)**
Tracing the Buddha’s early discoveries about mind and emotion, this course follows the pedagogy of meditative investigation. The curriculum, called the Abhidharma, the school of refined investigation, follows the Abhidharma sources of several Buddhist traditions, especially those foundational to Vipassana meditation of the Theravada school and Shamatha-vipashyana meditation of Tibetan Buddhism. The course integrates elements from traditional monastic training adapted to a contemporary setting: weekly memorization of a passage of scripture, guided contemplations and the reading of Buddhist scripture in translation. Relevant parallels with contemporary psychology and cognitive science are also indicated.

**REL 342e/532e**

**Buddhism: The Way of Wisdom and Compassion (3)**
Providing a basic introduction to the ideas, perspectives and practices of Buddhism, this course looks at the life and cultural context of Buddha Shakyamuni, founder of Buddhism. Students then examine the core teachings of Buddhism as found in the four noble truths. Discussions include a reflection on the importance of recognizing suffering as the first step on the spiritual path; the role of karma in human bondage and liberation; the reality of a state beyond the chaos and confusion of the human condition; and the effectiveness of the Buddhist path based on ethical behavior and meditation.

**REL 345/540**

**Zen Buddhism (3)**
The history, basic meditation forms and Zen writings are studied as signposts for living our lives. Each class period includes a period of zazen (Zen meditation) and each student must attend a weekend sesshin (Zen retreat) at the Great Mountain Zen Center (additional cost is approximately $80). In the class, we are introduced to the enigmatic Zen koans and study the Zen approach to the Heart Sutra plus select writings of Bodhidharma, the Third Zen Patriarch, Zen Masters of the Golden Age of Zen in China, Dogen and Hakuin.

**REL 346**

**Wisdom and Compassion: The Buddhist Path (3)**
Mahayana Buddhism presents an ideal of the spiritual path that is grounded in love for all beings. This course examines the basic teachings and practices of the Mahayana path including the notion of emptiness, its inseparability with compassion, the bodhisattva vow, the cultivation of the awakened heart and the six paramitas or transcendent actions in the benefit of others. Readings are taken from the literature of both sutra (Buddha’s word) and shastra (commentaries) and includes writings of contemporary teachers.
**REL 347e/527e**  
**Buddha Nature: The Nature of Enlightenment in the Uttaratantra and Mahamudra (3)**  
One of Buddhism's most important teachings is the doctrine of *tathagatagarbha*, or buddha nature, which proclaims the natural enlightenment of all beings, and the importance of uncovering this already present enlightenment through penetrating insight and meditation practice. The philosophy propounded in the Uttaratantra underlies the teachings of the Mahamudra tradition, one of the most profound Buddhist lineages of practice and accomplishment. This course examines the relationship of these two traditions through a close study of a landmark accomplishment. This course examines the relationship of these two traditions through a close study of a landmark treatise by Gō Lotsava (1392–1481 A.D.) and provides a rare opportunity to study the basis of the Mahamudra teachings in the Buddhist sutra tradition. Prerequisite: Several courses in Buddhist studies.

**REL 348/546**  
**Buddhism in America: Dharma Comes West (3)**  
This course surveys the variety of ways in which Buddhism continues to influence contemporary American culture, and in turn be influenced by it. In particular, we explore the ways in which Buddhism has changed and adapted in the different American Buddhist communities. Our scope includes spirituality and religion, literature, social activism, pluralism and dialogue. Student projects focus on specific Buddhist communities that have joined facets of Buddhist and American culture. Grading criteria includes short writing assignments, final exam and term paper. Prerequisite: REL 160, REL 240 or REL 346.

**REL 349**  
**Tibetan Buddhism: Inside the Mystique (3)**  
This course introduces Buddhism as it flowered in the Tibetan cultural region, with emphasis on the traditional cosmology of Tibet, its religious history, its esoteric teachings and practices (Hinayana and Mahayana), and its esoteric teachings and practices (Vajrayana). Special attention is paid to the meditative traditions of Tibet and the *Tibetan Book of the Dead*. Prerequisite: REL 160, REL 240 or REL 345.

**REL 351**  
**Deepening the Discipline: Topics in Religious Studies (3)**  
This course alternates topics of current interest in the Religious Studies field. A key course for the major, it explores a religious phenomenon across traditions, using a classic methodology in the field employed. This course is designed to underscore the importance of the inner and outer aspects in the undergraduate major’s contemplative journey. Studies refine scholarly skills in reading, research and writing under guidance in preparation for the Senior Project.

**REL 352/652**  
**Group Process II: Cultivating the Sacred (3)**  
The second of two classes on understanding and working with the human group-field. With a theoretical basis established in the previous course, this class continues to examine group-field process work in a variety of “applied” expressions. Examples of these include dialogue practice, community-based ritual practice, wisdom circles, archetypal motifs and principles of restorative justice. While this is a more experiential class, it continues to explore earlier themes around conflict, diversity and sacred view.

**REL 355**  
**Sanskrit in the Sacred Traditions of India (3)**  
A basic introduction to the Sanskrit language directly linked to sacred concepts drawn from the sacred traditions of Yoga, Tantra, Vedanta and Sankhya. Language skills presented include the oral and written Sanskrit alphabet (*devanagari*), Roman transliteration and an introductory recognition of some Sanskrit grammar elements. Explanations of sacred Sanskrit terms/concepts with brief overviews of the representative sacred traditions are interwoven in the course. Participatory oral chanting of the alphabet, sacred seed syllables and sample concepts/terms/verses are integrated into the class format.

**REL 360/512**  
**Engaged Buddhism Training I: Contemplative Approaches to Social Action and Peacemaking (3)**  
This course focuses on setting up students’ service-learning program for year one and on giving them the context and skills to maximize the benefit of their service-learning experience. It involves a combination of regular on-campus classroom work and fieldwork including on-site visits to various social agencies, nonprofits, NGOs and other social action projects. It also includes several models for contemplative social action. One of the primary goals of this first-semester training is to create a learning community among the students that becomes the vehicle and context for their journey.

**REL 370/562**  
**Engaged Buddhism Training II: Marginalized Populations—Ministry and Social Entrepreneurship (3)**  
The focal point of EB Training II is a street retreat in Denver during practice week and a social action project carried out by the students as a group. The street retreat is led by a peacemaker priest or another street retreat leader approved by the Peacemaker Community. The retreat is preceded by sufficient classroom work to prepare the students and followed up with further classroom work to help students integrate their experience into their overall learning path. Students also conceive, plan and carry out a social action project together as a group.
**REL 375/553**  
*Tibetan III (4)*  
This course continues to expand student knowledge of the grammar and vocabulary of literary Tibetan primarily through translating texts in different genres such as sutras, lives of Buddhist saints, history, philosophy and so forth. It also continues to develop student knowledge of spoken Tibetan. Prerequisite: REL 284/533.

**REL 376**  
*Contemplative Jewish Practice (3)*  
An examination of the mystical contemplative tradition of Judaism through a demonstration of its approach to Torah texts. The emphasis in the course is on the development and expression of critical thinking and intuition. Good questions are a priority over good answers. Age old Chassidic methodologies are used towards this end. Dramatization of stories are utilized to access the students’ emotions and intuitive powers. Exposure to practices like *shofar* and *sukkah* give students a firsthand experience of Jewish contemplative practice.

**REL 377/557**  
*Sanskrit III (4)*  
A continuation into the second year of basic Sanskrit grammar, pronunciation, dictionary usage and vocabulary acquisition. There is strong emphasis on noun compounds (*samaasas*). We move onwards through the Goldman & Goldman primer, *Devavanipravesika*. We read selectively in a range of texts, including Hindu & Buddhist scripture, and secular court poetry. Stanzas from *Bhagavad Gita* are introduced, as well as the Heart Sutra. Particular attention is given in class to Indic culture, its connection to Sanskrit language and religious traditions, and issues raised by the work of translation.

**REL 385/583**  
*Tibetan IV (4)*  
This course continues to expand student knowledge of the grammar and vocabulary of literary Tibetan primarily through translating texts in different genres such as sutras, lives of Buddhist saints, history, philosophy and so forth. Also continues to develop student knowledge of spoken Tibetan. Prerequisite: REL 375/553.

**REL 387/587**  
*Sanskrit IV (4)*  
This semester completes the range of Sanskrit grammar; with secondary conjugations, vocabulary acquisition, an investigation of etymology and a study of the principles behind words and their meanings. In addition to finishing the textbook on grammar, the *Devavanipravesika*, the class reads examples of a range of Buddhist, Hindu and secular verses. Increased attention is given to translation and the hands-on practice of bringing ancient texts into the contemporary world.

**REL 479**  
*Capstone Seminar & Senior Project (3)*  
This course reviews religious studies as an academic discipline with a special emphasis on applying religious studies methodology to religious traditions and phenomena encountered in their major study. Special emphasis is placed on written and oral expression, integrative understanding and the relationship between religious traditions and the personal spiritual understanding/journey. The principal that both outer and inner knowledge contribute to one’s path, which was introduced at the beginning of the student’s journey, is brought to fruition. The particular focus of the second half of the class is the final preparation and presentation of the senior project.

**REL 499**  
*Independent Study (1–3)*

**REL 500e**  
*Meditation Practicum I (3)*  
See course description for REL 160e.

**REL 501W**  
*Theravada Vipassana Weekend (1)*  
See course description for REL 157W.

**REL 503**  
*Tibetan I (4)*  
See course description for REL 274.

**REL 504W**  
*The Breeze of Simplicity: Buddhist Meditation Weekend (1)*  
See course description for REL 158W.

**REL 507**  
*Sanskrit I (4)*  
See course description for REL 277.

**REL 510e**  
*Meditation Practicum II (3)*  
See course description for REL 170e.

**REL 512**  
*Engaged Buddhism Training I (3)*  
See course description for REL 360.

**REL 513e**  
*Online Tibetan I (3)*  
See course description for REL 213e.

**REL 525**  
*Contemplative Christianity (3)*  
This course examines the contemplative/mystical tradition of Christianity and its recent recovery by mainstream Christians through the work of Thomas Merton and others.
Students will examine contemplative perspectives on such major topics as God, Christ, salvation, divine union, deification, scripture and spiritual evolution, especially as these views contrast with modern fundamentalism. This class will also study the contributions of the major historical writers of the tradition. The class includes ample time for contemplative practice.

**REL 527e**
Buddha Nature (3)
See course description for REL 347e.

**REL 529**
Foundations of Judaism: Torah, Prayer and Acts of Kindness (3)
See course description for REL 229.

**REL 530**
Contemplative Hinduism (3)
See course description for REL 330.

**REL 532e**
Buddhism: The Way of Wisdom and Compassion (3)
See course description for REL 342e.

**REL 533**
Tibetan II (4)
See course description for REL 284.

**REL 535**
Introduction to Jewish Mysticism (3)
The course focuses on three major trends in the history of Jewish mysticism: Spanish Kabbalah, the School of Isaac Luria and East European Hasidism. Topics include theosophy and theurgy, ecstatic and contemplative prayer, mystical psychology, soul transmigration and esoteric interpretation of scripture. The course provides a basic kabbalistic vocabulary and introduction to primary mystical sources that prepare a student for further study of contemplative Judaism.

**REL 536e**
Buddhist Teachings on Mind and Emotions (3)
See course description for REL 341e.

**REL 537**
Sanskrit II (4)
See course description for REL 287.

**REL 539**
Biblical Hebrew I (4)
A thorough introduction to Biblical Hebrew, the language of TaNaKh (Old Testament), the course begins with mastering the Hebrew alphabet and covers major aspects of Biblical Hebrew grammar. Special emphasis is placed on conjugation of verbs, inflection of nouns and pronouns, and acquisition of basic vocabulary. The goal is to provide the student with sufficient knowledge of Biblical Hebrew for reading a variety of elementary Biblical texts.

**REL 540**
Zen Buddhism (3)
See course description for REL 345.

**REL 545**
Contemplative Islam (3)
An introduction to the belief system and cultures of the Islamic world via an interactive approach. Emphasis is placed on the traditional values, beliefs and prescribed practices of the Islamic world as expounded in the key authoritative Islamic sources: the Qur’an and the Sunna of the Prophet Muhammad. A central theme that is examined is the doctrine of tawhid, or the unity of God, which underlies all Islamic thought and belief. Students participate in a variety of Islamic rituals and practices in order to gain a firsthand experience of Islam.

**REL 546**
Buddhism in America: Dharma Comes West (3)
See course description for REL 348.

**REL 547**
Monthlong Meditation Intensive (1.5–6)
See course description for REL 258.

**REL 552W**
Zen Intensive Weekend (1)
See course description for REL 156W.

**REL 553**
Tibetan III (4)
See course description for REL 375.

**REL 554W**
Opening the Heart: Buddhist Meditation Weekend (1)
See course description for REL 255W.

**REL 557**
Sanskrit III (4)
See course description for REL 377.

**REL 559e**
Online Tibetan II (3)
See course description for REL 259e.

**REL 562**
Engaged Buddhism Training II (3)
See course description for REL 370.

**REL 568**
Biblical Hebrew II (4)
This course provides an understanding of PaRDeS-exegesis tool for comprehensive understanding of Biblical text on four dimensions; a system of hermeneutics that gives...
learners keys that help them to penetrate the different layers of the text and enable them to move from the explicit to the implicit levels.

**REL 571**
Centering Prayer as Christian Contemplation (3)
See course description for REL 271.

**REL 583**
Tibetan IV (4)
See course description for REL 385.

**REL 585**
Spiritual Models of Social Action (3)
A study of historical and contemporary figures who exemplify the spiritual ideals of nonviolent social action, tracing their unique ways of turning their personal challenges into nonviolent leadership. Drawing upon autobiography, biography, critical analysis and film as source material, students develop a personal dialogue with each of these activists, examining how inner and outer journeys join in spiritually based social activism. Activists studied include major historical figures such as Mohandas K. Gandhi and Martin Luther King Jr. as well as recent Nobel Peace Prize recipients such as Shirin Ebadi, Desmond Tutu and quasi-leaderless movements such as The Mothers of La Plaza de Mayo.

**REL 587**
Sanskrit IV (4)
See course description for REL 387.

**REL 600**
Meditation Practicum I: Seeds of Peace (3)
Students are introduced to sitting meditation practice drawn from the Tibetan Buddhist tradition of shamatha-vipashyana. Weekly lectures emphasize experiential aspects of the practice, involving such topics as the discovery of impermanence, working with emotions and the cultivation of maitri (loving-kindness). This course includes weekly discussion groups, individual meetings with a meditation instructor and daily meditation practice. MA and MDiv.

**REL 602**
Communication: Family Systems (3)
See course description for REL 302.

**REL 603**
Tibetan V (3)
This course continues to expand student knowledge of the grammar and vocabulary of literary Tibetan primarily through translating texts in different genres such as sutras, lives of Buddhist saints, history, philosophy and so forth. Also continues to develop student knowledge of spoken Tibetan. Prerequisite: REL 385/583.

**REL 608**
The Life and Teachings of Chogyam Trungpa Rinpoche (3)
See course description for REL 208.

**REL 609W**
Mindfulness Instructor Training I (1)
The first in a three-course series training students to offer instruction in shamatha practice and being a mindfulness instructor. Participants develop skills in first-time meditation instruction and mentoring new practitioners. Guidance in sitting meditation posture, mindfulness of breathing, walking meditation and working with some of the main obstacles to shamatha are emphasized. Practical demonstrations, mock interviews with faculty and peer feedback, lectures and discussion, and guided meditation sessions are included. Prerequisite: Students are accepted by application only, must have completed a dathun and must have maintained a consistent shamatha practice for at least one year.

**REL 611**
The First Turning of the Wheel: Nature of Mind and Emotions (3)
The First Turning introduces the early sutra discourses of the Buddha and the Abhidharma (“higher dharma”) distillation of the Buddhist teachings on the nature, structure and operation of the mind and emotions. This course provides a selected survey of the essential texts from both the Northern (Vaibhashika) and Southern (Theravada) schools, along with historical context and applications to meditation practice. Required for History of Religions emphasis.

**REL 614**
Mind and Its World I (3)
An in-depth systematic exploration of 1) the many types of minds and mental factors that arise and 2) the objects that comprise the world that mind experiences. Since delusion and suffering arise with respect to these, this study is the basis for understanding our experience, undoing delusion and generating insight. Required for Tibetan Tradition emphasis.

**REL 615**
Group Process I: Conflict and Diversity (3)
See course description for REL 315.

**REL 616**
Process Lab I (1)
The first in a series of small groups in which students participate throughout their tenure in the Master of Divinity program. Emphasis is on providing support for the students’ journey. Taken concurrently with REL 602. Instructor approval required for non-MDiv students.
REL 620
Meditation Practicum II: Self and No-Self (3)
Selflessness is considered a profound and difficult teaching. The subject is first approached indirectly by exploring the deeply conceptualized nature of human experience. This leads to identifying our experience of having a “self” and analyzing this “self” using analytical meditation. Does it exist or is it just an emotionalized fabrication? Prerequisite: REL 600 or permission of instructor.

REL 623
Religious Experience in Africa: Sacred Cosmos, Ritual and Community (3)
The course is an introduction to the cultural study of traditional African religions. We begin with close attention to cosmology, the traditional view of the world as filled with living, sacred powers. These powers are experienced in various ways—as ancestral presences, nature deities and personal guardian spirits. Therefore, we focus on ritual practices—ways of communicating with unseen forces to bring communal and personal healing, restoring balance in the human relationship to nature.

REL 624
Mind and Its World II (3)
An exploration of the dynamics of samsara and the path to liberation as presented primarily in Foundational Buddhism. Karma, the twelve links of dependent origination, rebirth, Buddhist cosmology, stages of the path, the nature of nirvana and so forth are examined. The historical spread of these teachings is also examined. Prerequisite: REL 614. Required for Tibetan Tradition emphasis.

REL 625
Prayer and Prophecy: Biblical Literatures (3)
Combining a survey of Judaean-Christian canonical, biblical texts with their contemporaneous ancient near Eastern literatures including Gnosticism, this course introduces the student to traditions of prayer, ritual and liturgy and enables the student to develop lectio divina as a contemplative practice. This course meets the needs of MDiv students preparing practices for pastoral care. The role and root of prophets in the Western engaged social justice and peacemaking lineages are explored. Finally, contemporary problems of textual interpretation influencing fundamentalism, gender; concepts of God and spirituality today are addressed. Open to all above 30 credit hours.

REL 626
Topics in Judaism: Feminine Principle (3)
See course description for REL 326.

REL 628
Studying Buddhism: Methods and Issues (3)
Given its diversity, what constitutes Buddhism? This course investigates traditional guidelines for understanding, interpreting and arranging the diverse teachings and practices of Buddhism. Contemporary transformations and interpretations of Buddhism also are considered. Topics covered include the role of lineages, teachers, meditation and the use of intellect, community, personal experience and so forth.

REL 633
Tibetan VI (3)
This course continues to expand student knowledge of the grammar and vocabulary of literary Tibetan primarily through translating texts in different genres such as sutras, lives of Buddhist saints, history, philosophy and so forth. Also continues to develop student knowledge of spoken Tibetan. Prerequisite: REL 603.

REL 634
Hindu Yoga-Tantra (3)
See course description for REL 334.

REL 635
Meditation Practicum III: Mind-Training (3)
This course continues instruction in meditation practice emphasizing Mahayana practice, including the generation of an enlightened attitude (bodhicitta), the practice of the perfections (paramitas), the training of the mind (lojong) and the exchange of the self and other (tonglen). Prerequisites: REL 600 and REL 620 or permission of the instructor.

REL 639
Analytical Meditation I (1)
This course trains students in how to integrate study and personal experience through the practice of analytical meditation, i.e., through vipasyana or insight meditation.

REL 643
Ethics and Issues in the Practice of Pastoral Care (3)
This class addresses the skillful means necessary to engage the suffering of others and to support them through major life transitions. With guest lecturers who specialize in hospital counseling, elder care, hospice work and bereavement counseling, we explore approaches to working in these contexts. Students participate in extensive role-play and study and discussion of the key texts in these counseling specialties.
REL 645
Methods and Issues in the Study of Religion (3)
This course examines a variety of methodologies that have been and continue to be used to study religion. Scanning a range of religious phenomena, from the mystical experience, to myth and ritual, sacred image, word, space and more, we explore the writings of scholars who have drawn on philosophical, sociological, comparative, feminist and postmodern methodologies. The aim of the course is as much to build a theoretical foundation for the further study of religion as to provide a forum to examine and develop our own understanding and definitions of the religious life. Readings include work by James, Otto, Buber, Levi-Strauss, Some, Turner, Eliade.

REL 650
Dathun: Monthlong Meditation Intensive (noncredit)
A monthlong meditation practicum (dathun) of intensive daily group meditation in which students practice shamatha-vipashyana (following the Tibetan tradition) with the guidance of trained meditation instructors. This training provides direct insight into the nature of the Buddhist teachings on a personal level. The dathun is a noncredit requirement for the MA degrees in Religious Studies: Indo-Tibetan Buddhism (with or without Language) and the Master of Divinity degree. It is highly recommended that students complete their dathun by the winter break between the fall and spring semesters of their first year; but no later than the summer following their first year.

REL 651
Contemplative Practice Retreat (noncredit)
This thirty-day retreat can be done at an established contemplative center in a faith tradition of the student’s choice: a Christian hermitage, monastery, ashram, etc. The retreat gives the participant an opportunity to practice a prescribed discipline while living in community with others in a contemplative environment. Choice of retreat to be approved by department beforehand. MA only. Required for MA Religious Studies students.

REL 652
Group Process II: Cultivating the Sacred (3)
See course description for REL 352.

REL 654
Process Lab II (1)
A continuation of REL 616. MDiv, taken concurrently with REL 615.

REL 655
Trends in Religious Studies (3)
Can a scholar be both a participant and an observer? The field of religious studies is embroiled in a debate between objectivity and reflexivity. In recent years, a demand for new methods that allow the scholar’s voice and participation to be present and engaged in the process of observation has created space for reflexive, narrative, inter-textual and qualitative methods. In this course, we explore religious studies through the lens of current issues such as ecology, religion and science, postcolonial approaches, politics and the interaction of religion with race, class and gender through the social sciences.

REL 661
The Second Turning of the Wheel: The Bodhisattva Path (3)
This course examines the philosophical view, meditation practice and compassionate action of the bodhisattva path, as expressed in selected Mahayana texts. The Prajnaparamita and the Vimalakirti sutras provide the ground from which the bodhisattva path is explored in Shantideva’s Bodhicaryavatara. Finally, the ultimate view of emptiness is explored in the work of Nagarjuna’s Root Verses of the Middle Way and its commentaries. Required for History of Religions emphasis.

REL 665
Analytical Meditation II (1)
This course trains students to integrate study with personal experience through the practice of analytical meditation in vipasyana or insight meditation, based on topics including mind and mental factors; cause, effect and karma; and the use of reasoning.

REL 672
Non-Dualism in Theory and Practice (3)
An exploration of issues in the study of what is often regarded as the most profound element of religious life: the non-dual and the mystical. How do we study the deepest elements of our own and other religious traditions? How do we remain conscious of the impact of our own assumptions, experiences and aspirations? How can our contemplative practices be tools in service of our scholarship, and our scholarship a tool in service to our practices? Through these questions we interrogate and problematize both the non-dual experience and the scholarly endeavor, exploring fundamental considerations for the contemplative study of religion and spirituality.
**REL 676**
Contemplative Jewish Practice (3)
An examination of the mystical contemplative tradition of Judaism through a demonstration of its approach to Torah texts. The emphasis in the course is on the development and expression of critical thinking and intuition. Good questions are a priority over good answers. Age old Chassidic methodologies are used towards this end. Dramatization of stories are utilized to access the students' emotions and intuitive powers. Exposure to practices like shofar and succah give students a firsthand experience of Jewish contemplative practice.

**REL 699**
Independent Study (1–3)
MA only.

**REL 701**
The Middle Way School (3)
This uncompromising rejection of stable findable existence in any phenomena is a radical challenge to our sense of having an existent self that experiences solid objects. Its famous teaching of emptiness has generated a range of interpretations, which are explored, particularly in the Tibetan Kagyü, Nyingma and Geluk schools. Required for both the History of Religions and Tibetan Tradition emphases.

**REL 702**
Translation Project: Tibetan (1.5–3)
One-on-one mentoring of a Tibetan language student by a senior translator. The student selects a Tibetan text or portion of a text in consultation with the senior translator. The goal is to deepen the student's knowledge of the grammar, vocabulary, cultural context and content of the specific text and genre. Students may only take this class with the permission of the department.

**REL 703**
Translation Project: Sanskrit (1.5–3)
One-on-one mentoring of a Sanskrit language student by a senior translator. The student selects a Sanskrit text or portion of a text in consultation with the senior translator. The goal is to deepen the student's knowledge of the grammar, vocabulary, cultural context and content of the specific text and genre. Students may only take this class with the permission of the department.

**REL 705**
The Mind Only School (1.5)
The Mind Only School provides an insightful exploration into how we create and maintain the illusion of our projections, along with all the suffering that such illusion engenders. Analytical meditation is used to explore this process of conceptual and emotional projection and how we might transform it. Students register for this course through Naropa but take it in their Nitartha Institute summer program. Required for Tibetan Tradition emphasis.

**REL 709W**
Mindfulness Instructor Training II (1)
Second in a three-course series training students to offer instruction in shamatha mindfulness meditation, this course presents the development of maitri, in the sense of unconditional friendliness towards oneself, as the ground of practice. Students develop skills in ongoing meditation mentorship, emphasizing guidance in working with conflicting emotions. Practical demonstrations, mock interviews with faculty and peer feedback, lectures and discussions, and guided meditation sessions are included. Prerequisite: Completion of REL 609W.

**REL 710**
The Third Turning of the Wheel (3)
An examination of the most important perspectives, ideas and practices of the Third Turning orientation of the Yogacara, which emphasizes meditation and the dynamics of emptiness. Our study includes reading from core sutras such as the Samdhinirmocana, the Lankavatara and the Avatamsaka, as well as from commentaries of Asanga, Vasubandhu and others. Our understanding is illuminated by modern interpretations of both Asian and Western scholars. Required for History of Religions emphasis.

**REL 712**
Applied Theology I (2)
This course focuses on the essential elements and specific skills necessary for effective counseling in the context of chaplaincy. On the foundation of basic attendance, students develop skills of both responding to and initiating vital conversations. The theories and practices of spiritual and psychological assessment, experiential listening, navigating boundaries, facility with verbal and nonverbal communication and issues of burn-out prevention are presented.

**REL 720**
Buddha Nature and Shentong Traditions (1.5)
An exploration of the Buddha Nature tradition that proclaims all beings to have the capacity to uncover enlightened qualities already present within themselves but that are presently blocked from view by their obscurations. Includes a discussion of how this sutra tradition leads to, and finds its fulfillment in, the Vajrayana. Students register for this course through Naropa but take it in their Nitartha Institute summer program. Required for Tibetan Tradition emphasis.

**REL 728**
Process Lab III (1)
A continuation of REL 654. MDiv only. To be taken concurrently with REL 652.
REL 747
Master of Divinity Fieldwork: CPE (noncredit)
The CPE (Clinical Pastoral Education) internship gives Master of Divinity students the opportunity to explore personal and professional growth issues in their roles as interfaith chaplains in various settings. Through weekly seminars, didactics, theological reflections and individual and group supervision, students explore the purpose and meaning of providing pastoral care to people in crisis. Strong emphasis is placed on the students' understanding of their own personal issues and dynamics as these arise in the process of helping others. MDiv only.

REL 749
Contemporary American Religion (3)
This course explores the diversity of American religious life from numerous perspectives, thereby providing students with the practical vocabulary to both understand and interact with the diversity of contemporary religious life. Students survey American religious communities (Christian, Muslim, Jewish, etc.) and examine specific beliefs, rituals and liturgical practices and their application in crisis and transition situations that span the human life cycle such as birth, marriage, illness and death. The class also provides hands-on opportunities for students to both visit local religious communities and learn from practitioners in these communities.

REL 750
The Path to Enlightenment (3)
Includes the five paths, ten grounds and obstacles on the bodhisattva path, the relationship between wisdom and compassion, the time scale of the path, the differences between arhats, Bodhisattvas and Buddhas, the three bodies of a buddha, how the Vajrayana path differs from the sutra Mahayana path and so forth. Required for Tibetan Tradition emphasis.

REL 751
Buddhism in Tibet (3)
This course traces the development of Buddhism in Tibet, principally during the first and second spreading of Buddhism when most of the classical forms of Tibetan Buddhism evolved. Attention is given to the various roles of Nikaya, Mahayana and Vajrayana Buddhism and to the interplay of religious, social and political factors in this process. Special attention is paid to Tibet’s unique contributions to Buddhism.

REL 760
Vajrayana: Symbol, Iconography and Ritual (3)
This course explores selected literature of the Vajrayana Buddhism in Tibet, from its inception in the seventh century until the Tibetan diaspora in 1959, with emphasis upon the tantric saint and the tantric goddess, or dakini. Readings from several genres include biographical and sacred histories, realization literature and meditation manuals. The challenges of interpreting symbols and iconography in religion, especially when they are gendered, are examined.

REL 762
Applied Theology II: A Systems Approach to Counseling and Caregiving (3)
For third-year MDiv students, this class provides ongoing instruction, direction and guidance for student fieldwork occurring primarily within the Naropa community. Students and instructors meet weekly, focusing on the nature and meaning of doing community-based and spiritually engaged fieldwork in the arenas of pastoral care and change agency.

REL 764
Advanced Shedra Texts (3)
Each year an advanced text of the Tibetan Buddhist monastic educational system (shedra) is selected for study in this course, along with any pertinent Indian and Tibetan commentaries available in translation. Study of such advanced texts presupposes a grounding in the foundation courses of the shedra tradition, which the students will have received through their preceding eight courses. This course then serves as a capstone course for the Tibetan Tradition emphasis in that it typically requires the students to draw on knowledge they have learned in a wide range of subjects in order to understand the new text.

REL 765
Analytical Meditation III (1)
This course trains students in how to integrate study with personal experience through the practice of analytical meditation in vipasyana or insight meditation.

REL 768
Process Lab IV (1)
A continuation of REL 728. MDiv only.

REL 779
Interreligious Dialogue: Theory and Practice (3)
This course introduces the student to the creative potential of interreligious dialogue for expanding one’s theology and communicating effectively and compassionately across the American religious spectrum. After developing savvy with views of dialogue, students learn essential skills and protocols applicable to a variety of dialogue settings. Classes also include dialogue practica workshops.

REL 780
Meditation Practicum IV: Maitri and Mandala (3)
This course continues the practicum sequence, emphasizing Vajrayana topics such as mandala principle and the Buddha families, including discussion of the neurosis and sanity associated with each family. Space awareness practice
(maitri) provides a personal experience of these families, and this practice is a central part of this class. Prerequisites: REL 600, REL 620 and REL 635 or permission of the instructor.

REL 802
Applied Theology III: A Systems Approach to Counseling and Caregiving (3)
For third-year MDiv students, this class provides ongoing instruction, direction and guidance for student fieldwork occurring primarily within the Naropa community. Students and instructors meet weekly, focusing on the nature and meaning of doing community-based and spiritually engaged fieldwork in the arenas of pastoral care and change agency. Prerequisite: REL 762.

REL 803
MDiv Research Methodology (1.5)
This course provides students with an overview of research methodology and applied theology in preparation for the MDiv culminating project. MDiv only.

REL 809W
Mindfulness Instructor Training III (1)
Third in a three-course series training students to offer instruction in shamatha mindfulness meditation. It emphasizes guiding people in practicing with extreme challenges of mind and body. Participants develop skills in offering ongoing guidance in sitting and walking mindfulness meditations, as well as body-scan, practicing with physical pain, and mindfulness in daily life activities. Students training in offering both one-to-one mentorship, small group guided mindfulness instruction and explaining the view of mindfulness meditation to various populations. Practices to support the well-being of care-givers and teachers are presented. Educational methods of the course include practice demonstrations, mock interviews, lectures, discussions and individual interviews. Prerequisites: REL 609W, REL 709W.

REL 853
MDiv Thesis Seminar (1.5)
This course includes peer and individual supervision and feedback in the preparation and presentation of the MDiv culminating project. MDiv only.

REL 880
Comprehensive Exam (noncredit)
MA and MDiv only.

REL 885
Master's Project (noncredit)
MA only.

REL 886
Extended Master's Project (0.5)
Students who have not completed the master's project may qualify for an extension of the master's project semester. May be repeated. MA and MDiv only.
The Traditional Eastern Arts Department emphasizes the transmission of traditional practices handed down from generation to generation—in some cases since ancient times—and in a variety of cultural contexts. Traditional Eastern Arts courses teach the development and use of internal energy through discipline and practice while providing the space and training for the integration of body, mind and spirit. In addition to courses in the core body/mind awareness disciplines, course offerings include Shambhala and Zen meditation, ikebana (Japanese flower arranging), mudra space awareness, and Indian devotional singing and ragas. Through a foundation of sitting meditation practice, the student develops *shamatha* (peace) and *vipashana* (insight), begins to develop *maitri* (gentleness) toward self and others, and learns to honor life and its traditions in the context of sacred world. The department offers a Bachelor of Arts in Traditional Eastern Arts as well as a minor and certificate program in Traditional Eastern Arts (Yoga Teacher Training).
UNDERGRADUATE STUDY
BA in Traditional Eastern Arts
The 36-credit Traditional Eastern Arts major is grounded in sitting meditation practice. In the first and second semesters, students learn the basic principles of sitting meditation from the Shambhala and Zen traditions. From this ground, students pursue an in-depth study of one of three core body/mind awareness disciplines: t'ai-chi ch'uan, aikido or yoga. Study includes the philosophy, history and culture of the chosen discipline. The major trains and encourages students to develop practice and discipline as a way of life and to bring the essence of that discipline into alignment with other areas of life such as livelihood, health, creative statement and community.

Declaration of Major
In addition to adhering to university requirements and deadlines (p. 56), Traditional Eastern Arts requires a meeting with the department chair.

REQUIREMENTS:
BA TRADITIONAL EASTERN ARTS
T'AI-CHI CH'UAN AND AIKIDO CONCENTRATIONS
Core Courses
TRA 100 Shambhala Meditation Practicum I (3)
TRA 130 Exploring the Traditional Eastern Arts (2)

TRA 463 Yoga Meditation Practicum (3)
TRA 489 Senior Colloquium (1)
PSYB 100 Anatomy (3)
SUBTOTAL 12

Areas of Concentration
T’ai-chi Ch’uan
“Whoever practices t’ai-chi ch’uan, correctly and regularly, twice a day over a period of time will gain the pliability of a child, the health of a lumberjack and the peace of mind of a sage.”
—Grand Master Cheng Man-Ch’ing

T’ai-chi ch’uan is translated as “the supreme ultimate system of self-defense.” An ancient Chinese exercise, it consists of thirty-seven slow, continuous movements and is a profound preventative and curative system of Chinese medicine. The cultivation of ch’i, the intrinsic energy that animates all living phenomena, plays a central role in the training. T’ai-chi ch’uan restores the normal flow of ch’i by dissolving tension. The short form, Yang style of Grand Master Cheng Man-Ch’ing, is taught.

T’ai-chi Ch’uan Concentration
Core Requirements (12)
Choose 12 credits from the following courses:
T’ai-chi Ch’uan I–VIII (TRA 105, 205, 305, 405, 455, 490, 493, 496)
SUBTOTAL 24

Choose 12 credits from the following courses:
TRA 120 Ikebana/Kado I (3)
TRA 499 Independent Study (1)
ART 181 Traditional Chinese Brush Stroke I (3)
PSYB 303 Psychology of the Five Elements I (3)
REL 156W Zen Intensive Weekend (1)
REL 345 Zen Buddhism (3)
SUBTOTAL 12
TOTAL CREDITS 36

Aikido

“If your heart is large enough to envelop your adversaries, you can see right through them and avoid their attacks. And once you envelop them, you will be able to guide them along a path indicated to you by heaven and earth.”
—O Sensei, Morihei Ueshiba, aikido founder

The roots of aikido stand in the soil of the great warrior tradition of Budo, where the fighting arts were practiced for defense of society and as a personal path for awakening. Aikido wisdom and skills are developed through lively partner practice of empty hand and weapons techniques. On the mat, students engage with varied attacks and defenses in order to learn to become calm, centered, receptive and responsive during intense encounters. Whole-body training takes place while watching, listening, doing and feeling the movements of the practice. Reading and writing assignments deepen the classroom practice. Students may be invited to test for rank by the instructor.

Aikido Concentration
Core Requirements (12)

Choose 12 credits from the following courses:
Aikido I–VIII (TRA 110, 210, 310, 410, 450, 487, 491, 494)
SUBTOTAL 24

Choose 12 credits from the following courses:
TRA 120 Ikebana/Kado I (3)
TRA 437 Seminar – Ikeda Sensei (0.5)
(3
TRA 447 Seminar – Saotome Sensei (0.5)
(can be taken twice)
TRA 499 Independent Study (1)
ART 181 Traditional Chinese Brush Stroke I (3)
REL 156W Zen Intensive Weekend (1)
REL 345 Zen Buddhism (3)
SUBTOTAL 12
TOTAL CREDITS 36

Yoga Teacher Training

“Yoga chitta vritti naradham. Tada Drashthuh svarupe vasthanam. Yoga is the stilling of the whirlpools of the mind. By this, one’s essential nature can be realized.”
—Patanjali

In Sanskrit, yoga means “union,” referring to the joining of the individual psyche with the transcendental Self. Through this joining, the vehicles of body, heart and mind can become conduits of supreme consciousness.

The Yoga Teacher Training concentration provides comprehensive instruction in all aspects of the yogic path, ranging from asana practice to classes in yogic history, theory and philosophy. Balancing cognitive understanding with experiential learning, students study these ancient practices and teachings for transformation, as well as gain the necessary knowledge and skills to effectively teach yoga.

The curriculum systematically covers asana, pranayama, mudra, bandha, meditation, yoga nidra, chakras, Sanskrit, anatomy, yogic philosophy and psychology. Asanas are practiced in a vinyasa style, based on the Iyengar principles of alignment. The Yoga Teacher Training curriculum prepares students to seek an external teacher training credential, if desired. Naropa University is a Registered Yoga School (RYS) with Yoga Alliance.

Yoga Teacher Training Concentration

Required Courses
TRA 100 Shambhala Meditation Practicum (3)
TRA 133 Yoga I (3)
TRA 233 Yoga II (3)
TRA 333 Yoga III (3)
TRA 433 Yoga IV (3)
TRA 449 Yoga Teacher Training (3)
TRA 453 Yoga History, Theory and Philosophy (3)
TRA 463 Yoga Meditation Practicum (3)
TRA 489 Senior Colloquium (1)
TRA 499 Independent Study (1)
PSYB 100 Anatomy (3)
REL 277 Sanskrit I (4)
SUBTOTAL 33

Choose one of the following courses:
TRA 114 Indian Devotional and Raga Singing (3)
REL 330 Contemplative Hinduism (3)
SUBTOTAL 3
TOTAL CREDITS 36

Minor in Traditional Eastern Arts

To minor in Traditional Eastern Arts, students must complete 9 credits in one awareness discipline (t’ai-chi ch’uan, yoga or aikido) plus 3 credits in another TRA course.
Certificate Program in Traditional Eastern Arts: Yoga Teacher Training
The Traditional Eastern Arts certificate program is a two-year, 30-credit program designed to give the student proficiency in teaching yoga (18 credits), a foundation of sitting meditation (6 credits) and anatomy (3 credits), and one elective (3 credits).

Required Courses
TRA 100 Shambhala Meditation Practicum I (3)
TRA 133 Yoga I (3)
TRA 233 Yoga II (3)
TRA 333 Yoga III (3)
TRA 433 Yoga IV (3)
TRA 449 Yoga Teacher Training (3)
TRA 453 Yoga History, Theory and Philosophy (3)
PSYB 100 Anatomy (3)

Choose one of the following courses:
TRA 114 Indian Devotional and Raga Singing (3)
REL 330 Contemplative Hinduism (3)

TOTAL CREDITS 30

TRADITIONAL EASTERN ARTS COURSES
Undergraduate
100–199 introductory courses open to all students
200–299 intended for first-year and second-year students
300–399 intended for juniors and seniors
400–499 intended primarily for seniors

Graduate
500–599 graduate-level electives and introductory courses

TRADITIONAL EASTERN ARTS (TRA)
TRA 100/500
Shambhala Meditation Practicum I (3)
The Shambhala tradition, taught by Chögyam Trungpa Rinpoche, is a secular path of spiritual training. Students learn sitting meditation and study the principles of Shambhala Warriorship, which involves developing personal courage and social responsibility. The class combines meditation, writing and a variety of exercises to give direct experience of mindfulness and our own senses. The connection between the arts and meditation is also explored and would be of interest to anyone exploring their own creative process. A slogan of the class is notice what you notice (a phrase Allen Ginsberg coined).

TRA 105/505
T’ai-chi Ch’uan: Level I (3)
The first third of the form is introduced. The philosophy and theory of t’ai-chi ch’uan is discussed. The basic principles of relaxation, body-upright, movement initiated from the center or “tan tien,” separation of yin and yang and developing a soft and sensitive hand are emphasized.

TRA 110/510
Aikido I (3)
We begin with centering ourselves and bringing that awareness to the situation of “conflict.” We simultaneously practice the kata of clean powerful attacks and harmonious defense responses, and ukemi, the art of falling. We emphasize extending energy and transforming the encounter to one of excitement and harmony. Bokken— aikido sword—is introduced. We establish links to the aikido lineage and training communities. We support our embodied experience by reading and reporting on texts of aikido history, philosophy and technique. We study other contemporary sensei through video and visits to seminars. We journal our practice and write reflection papers.

TRA 114/514
Indian Devotional and Raga Singing (3)
Singing, first of sixty-four traditional Indian arts, is an ancient system of yoga. Students learn to sing OM; chants that consist of naming and manifesting god; svaras—seven goddess tones, the notes from which all traditional scales are derived; ragas—crystals of pure sound. We study sonic transformation, or the means of transforming consciousness and awareness using sound, such as Shabda Brahma [word is god], Nada Brahma [sound is god], etc. All students play the tambura, a stringed drone instrument.

TRA 120/520
Ikebana/Kado I (3)
Ikebana is the Japanese art of flower arranging, stemming from a love of nature and a delight in developing the elegance and creativity of being human. Ikebana is also called “Kado, the way of flowers” because it is a contemplative practice (a “dharma art”) as well as an art form. We study the classical and improvisational forms of the Sogetsu school. Ikebana teaches you that everyone has the gentleness and courage of artistic talent. Materials fee.

TRA 130/532
Exploring the Traditional Eastern Arts (2)
Starting with sitting meditation, the experience of sitting and breathing in a stationary position is explored. The class progresses to yoga and an experience of intimate body awareness while moving and while still. T’ai-chi ch’uan follows, giving the student basic principles of how the body/mind moves in the world. Aikido explores principles of how one person moves and interacts with another. Ikebana (Japanese flower arranging) examines principles of how one relates to an object in space. This course is designed so students can experience the essence of these contemplative practices.
TRA 133/515
Yoga I (3)
An introduction to the vast tradition of yoga. Students gain both an understanding of yoga in its historical and social context and an experience of its methods, which constitute an in-depth exploration of breath, movement and consciousness. Students engage with the practices of asana (postures designed to generate sensate awareness, alignment, strength and ease), pranayama (breath awareness and control) and dharana (meditation practices).

TRA 205/525
T’ai-chi Ch’uan: Level II (3)
The first third of the form is corrected. The second third of the form is taught. While continuing to work on the basic principles, the concepts of becoming more relaxed, soft and open in the body and mind are emphasized.

TRA 210/530
Aikido II (3)
This class continues to build directly on the basic aikido teachings and philosophy to create greater centered and calm response to conflict in a martial encounter or in our everyday, personal lives. Relaxed, nonaggressive learning is emphasized. Stamina and attention are developed. We support our embodied experience by reading and reporting on texts of aikido history, philosophy and technique. We study the practice and ideas of other contemporary sensei on video and visits to seminars. We write papers and journals to enhance our mental reflection and insight on the complexity of our training experience.

TRA 220/540
Ikebana/Kado II (3)
This class offers further exploration and in-depth study of ikebana, the Japanese art of flower arranging. Prerequisite: TRA 120. Materials fee.

TRA 233/535
Yoga II (3)
The psychology of the chakras. Students begin working with the chakras (inner energy vortices), which are explored from both a personal and transpersonal perspective, through the practices of asana, pranayama, meditation and a variety of psychological approaches. This class continues the study of yoga’s rich literature and philosophy. A regular home practice is required.

TRA 260/560
Mudra Space Awareness (3)
Space can seem hostile, benevolent, seductive or enriching. Our perceptions are colored by neurosis and are heightened by openness, depending on whether we struggle against or work creatively with obstacles. Students learn acting exercises designed by Chögyam Trungpa Rinpoche, the maitri practice of the buddha families and experiments with space and form by selected Western directors. Class exercises help students develop an appreciation of themselves and others in the context of alive, ever-changing space. A studio class, some outside rehearsal, attendance and willingness are the primary course requirements.

TRA 305/545
T’ai-chi Ch’uan: Level III (2–3)
The first two-thirds of the form are corrected. The last third is taught. Emphasis is on balance, rootedness, breath, centeredness and the other basic principles.

TRA 310/550
Aikido III (3)
Calm confidence and grace emerge naturally with the continued and consistent study of aikido movement. Bodies and concentration strengthen. One becomes more comfortable with the “confusion,” the unknowing that precedes knowing. When one becomes more relaxed under pressure, speed, complexity, simplicity and open heartedness begin to enter the martial engagements. One begins to understand how practice might become a lifetime commitment. Bokken and tanto kata are added to intensify the empty hand practice. Readings, reflective writing, attending seminars all are required to further the students’ development.

TRA 320/564
Ikebana/Kado III (3)
This class offers further exploration and in-depth study of ikebana, the Japanese art of flower arranging. Prerequisite: TRA 220. Materials fee.

TRA 333/555
Yoga III (3)
This class extends the student’s awareness and skills further. In addition to deepening the practice of asana, students learn advanced breathing practices (pranayama), bandhas and mudras (gestures that direct the current of life-force), concentration practices (dharana), yogic methods of physical purification, meditation (dhyana), internal and vocal sound (mantra) and more of yoga’s rich literature and philosophy. A daily home practice is required.

TRA 405/565
T’ai-chi Ch’uan Level IV: Push-Hands (1–3)
Push-hands, the two-person t’ai-ch’u-an exercise, is the most immediate practical application of the t’ai-ch’u-an form. Students learn to relax while in relationship with someone else’s energy. They experientially learn the principles of center and balance as well as the power of yielding. Students begin to utilize these principles not only in the push-hands situation but in everyday situations as well. You may be asked to do a combination of solo form and push-hands, depending on your level. Minimum prerequisite: completion of the form, form correction and permission of the instructor.
TR 410/570, 450/573, 487/587, 491, 494
Aikido IV, V, VI, VII, VIII (2–3 each)
Further progress in aikido study is pursued at the nationally reputed Boulder Aikikai under the tutelage of Naropa’s aikido faculty. Students deepen their understanding, skill and strength in ukemi, execution of basic and advanced techniques, participate in bokken, jo, tanto training and randori practice. Readings, discussions and reflective writing are required during weekly off-mat meetings. Students are also required to keep a daily practice journal.

TR 433/575
Yoga IV: Integral Practice and Teacher Training (3)
This course introduces students to an integral yoga practice, which combines asana, pranayama, concentration and meditation. In addition, this class serves as an introduction to Yoga Teacher Training, intended to complement and conjoin Yoga V. We study the relationship between asana and meditation as well as the fundamentals of designing a yoga practice according to an individual’s physiological, psychological and spiritual constitution.

TR 437/537; 447/547
Aikido Seminars – Mitsugi Saotome, Sensei and Hiroshi Ikeda, Sensei (0.5 each)
Each weekend seminar provides students with teachings and trainings with world class teachers and opportunities to train with advanced students from around the country. Topics and faculty vary from year to year.

TR 449/549
Yoga V: Yoga Teacher Training (3)
Yoga V is designed to provide the foundation and training needed for students who aspire to teach yoga. This class examines the various topics essential to being a skilled yoga teacher; including how to safely and effectively teach asana and pranayama; the principles of effective speech; ethics; alignment; how to make adjustments; the sequencing of postures; knowledge of the yoga tradition; and the cultivation of one’s authentic self-expression. Students also gain regular practice and experience in teaching. This class culminates in the student teaching a full yoga class for the other students and chosen guests. Prerequisite: Yoga I-IV (Yoga IV can be taken simultaneously).

TR 453
Yoga History, Theory and Philosophy (3)
Yoga is one of the six classical “outlooks on the nature of being” (Shat Darshana) of Hinduism. Yoga has a 5,000-year history, its teachings passed from one generation to the next through a written and oral tradition. All of yoga aims at one thing: realization of the one’s true self. This class surveys the fascinating history of yoga and explores the theories and philosophies underlying yoga’s practices, from asana (poses) to dhyana (meditation), from tapas (discipline) to santosha (contentment). This class examines the main schools of yogic thought and reviews some of its most important texts, including the Vedas, Upanishads, Sutras of Patanjali, the Bhagavad Gita and the Hatha Yoga Pradipika. Open to 2nd, 3rd and 4th year students only.

TR 455/585
T’ai-chi Ch’uan Level V: Sword Form (1–3)
The t’ai-chi ch’uan sword is a practice that further extends the principles of integrated movement, relaxation, balance and chi while relating to an external object. This could be a brush, as in the realm of calligraphy and painting, or in this case, a sword. The sword is not wielded by using muscle and physical strength, but by using the body’s natural structural and dynamic characteristics and the forces that operate in the environment. By permission of the instructor, for students who have previous experience studying t’ai-chi ch’uan form and push-hands. Students may be asked to do a combination of solo form, push-hands and sword form, depending on their level.

TR 463/512
Yoga Meditation Practicum (3)
Meditation, though often neglected in modern-day yoga, has always been a central practice in the yogic traditions. Asana, pranayama and concentration are stepping stones, which provide a foundation from which meditation can effortlessly arise. We embark on a journey into the meditative traditions and practices of yoga. This includes the study and practice of concentration techniques (dharana), formless meditation (dhyana), dream and sleep yoga (yoga nidra) and the philosophical premises behind these practices. Open to 2nd, 3rd and 4th year students only.

TR 489
Senior Colloquium (1)
This required course is a process class and includes writing a journal that addresses how the student connects practice of discipline to experience in life and how the student is learning to embody the contemplative way of life. The main focus is the preparation and the presentation of the senior project. Traditional Eastern Arts students only.

TR 490, 493, 496
T’ai-chi Ch’uan Levels VI, VII, VIII (1–3)
Students further their understanding of t’ai-chi ch’uan principles and integrate them deeper into their practice of forms and applications (push-hands or tui shou and sword). There are readings of the t’ai-chi ch’uan classics and other related literature, discussions and reflective writing during informal community gatherings. Students are asked to keep a journal to track their progress.

TR 499
Independent Study (1–3)
Taught by the instructor of the core awareness discipline, this class focuses on the history, culture and philosophy of the major awareness discipline. The student and teacher meet in the beginning, middle and end of the semester. Traditional Eastern Arts students only.
“Awareness practice is not just sitting meditation or meditation in action alone. It is a unique training practice in how to behave as an inspired human being. That is what is meant by being an artist.”

—Chögyam Trungpa Rinpoche, Dharma Art

Naropa University’s founder, Chögyam Trungpa Rinpoche, himself an accomplished artist, taught that art joined to meditative practice educates one’s whole being; and that when the artist’s mind and body synchronize, then art expresses a direct and unselfconscious vitality. This is the power and benefit of art to society, and why contemplation and visual art training are interwoven as the foundation of the Visual Arts program at Naropa.

Applied to both traditional and contemporary art forms, these two disciplines are reciprocal: contemplation, or awareness practice, becomes the lens that focuses and brightens visual expression, and artistic practice develops the practical means to promote awareness.

Beyond endorsing a technique or style, the Visual Arts major trains students to join inner imagination and outer observation. Students develop confidence in creative vision and the technical proficiency and critical thinking to express that vision.

The Visual Arts Department offers a Bachelor of Arts in Visual Arts, as well as a minor and certificate program in Visual Arts.
VISUAL ARTS DEPARTMENT

Chair: Sue Hammond West
Administrative Coordinator: Nicole Adams
Ranked Faculty: Caroline Hinkley, Robert Spellman, Sue Hammond West
Adjunct Faculty: Joan Anderson, Tristan Duke, Barry Krzywicki, Laura Marshall, Cynthia Moku, Jill Powers, Alicia McKim Tweed, Harrison Tu

UNDERGRADUATE STUDY
BA in Visual Arts
The 36-credit major in Visual Arts includes studio electives in several painting media and calligraphic forms, sculpture, pottery and photography. Required courses in drawing, the history of visual art, meditation and studio practice, studio foundations and portfolio preparation form the foundation of the degree. Seniors are mentored in Advanced Studio Practice and Portfolio and Gallery Presentation. The final project includes a portfolio with digital documentation and artist’s statement for an exhibition in the Naropa Gallery.

In ARTtank, a weekly open studio led by the department chair, participants introduce innovative art processes that further enrich the program.

Declaration of Major
In addition to adhering to university requirements and deadlines (p. 56), Visual Arts requires
• a meeting with the department chair;
• a submission of an art portfolio containing ten to fifteen images on CD.

REQUIREMENTS: BA VISUAL ARTS
Required Courses
ART 101 2-D Design: Art Techniques and Experimentation (3)
ART 125 Introduction to Drawing (3)
ART 200 The Contemplative Artist (3)
ART 245 Introduction to Painting: Realism (3)
ART 301 World Art I: Ancient to Middle Ages (3)
ART 351 World Art II: Medieval and Modern Transformations (3)
ART 431 Advanced Studio Practice (3)
ART 480 Portfolio and Gallery Presentation (3)
SUBTOTAL 24

Choose 12 credits from the following:
ART 102 Pottery (3)
ART 105 Art and Consciousness: Mixed Materials and Self-Exploration (3)
ART 116 Photography I (3)
ART 132 3-D Ephemeral Media (3)
ART 155 Figure Drawing (3)
ART 180 Sculpture (3)
ART 181 Traditional Chinese Brush Stroke I (3)
ART 215 Watercolor (3)
ART 216 Photography II (3)
ART 233 Thangka Painting I (3)
ART 260 Calligraphy and Book Arts (3)
ART 281 Traditional Chinese Brush Stroke II (3)
ART 306 Photography III (3)
ART 311 Mixed Media (3)
ART 325 Advanced Drawing (3)
ART 333 Thangka Painting II (3)
ART 345 Painter’s Laboratory (3)
ART 380 The Cinema of Exile and Diaspora (3)
ART 381 Traditional Chinese Brush Stroke III (3)
ART 433 Thangka Painting III (3)
ART 443 Thangka Painting IV (3)
ART 490 Special Topics in Visual Arts (3)
ART 499 Independent Study (1–3)

SUBTOTAL 12
TOTAL CREDITS 36

Minor in Visual Arts
To minor in Visual Arts, students must complete 12 credits from Visual Arts course offerings. At least one art history course is recommended.

Certificate Program in Visual Arts
For a certificate in Visual Arts, students must complete 24 credits from Visual Arts course offerings. The additional 6 credits may be taken either from the Visual Arts Department or other approved departments. A mix of studio and art history courses is highly recommended.

VISUAL ARTS COURSES
Undergraduate
100–199 introductory courses open to all students
200–299 intended for first-year and second-year students
300–399 intended for juniors and seniors
400–499 intended primarily for seniors

Graduate
500–599 graduate-level electives and introductory courses

VISUAL ARTS (ART)
ART 101
2-D Design: Art Techniques and Experimentation (3)
2-D Design is an introduction to a variety of technical, conceptual and experimental methods used to make art. Students explore color theory and design principles using basic drawing, painting and mixed materials. Intuitive, intellectual and contemplative modes of inquiry provoke expanded possibilities and approaches to practicing studio art. Materials fee.

ART 102
Pottery (3)
Basic issues of aesthetics and techniques are developed through direct manipulation of clay. A variety of forming techniques is explored and demonstrated including pinching, coiling and slab constructing. Working in a contemplative manner, students form a variety of clay vessels. Students deepen their artistic practice by exploring the use of these vessels in their cultural settings from slide presentations, field excursions, readings and by keeping a sketch journal. Materials fee.

ART 105
Art and Consciousness: Mixed Materials and Self-Exploration (3)
Students are challenged to listen and trust their own inner experience as the basis for the creation of authentic artwork. Through material experimentation and investigation into realms of consciousness we create art. Acrylic painting and mixed media are explored. Students discover that art relies upon its sources in the most profound levels of human consciousness for its ability to inspire and transform. Materials fee.

ART 116
Photography I (3)
A foundation in basic photographic techniques, this course introduces students to equipment, materials, processes and philosophy. Special emphasis is given to development of craft (technical aspects of the camera) and content (seeing) in relation to communication arts. Darkroom work provides an experiential approach to exploring black-and-white materials, roll film processing and enlarging. Students provide their own manual 35 mm camera. Lab and materials fee.

ART 125
Introduction to Drawing (3)
This studio class focuses on developing skillful use of drawing techniques, paired with an investigation of mind and perception. Drawing is presented here as a method for discovering the beauty and profundity of ordinary things. A graduated series of individual and collaborative exercises is presented for both beginning and experienced drawers.

ART 132
3-D Ephemeral Media (3)
This studio course explores the fundamental principles of three-dimensional design such as form, space, shape, value, balance, proportion and movement. Students examine contemplative ways of creating art and experience the symbiotic relationship that occurs when using ephemeral media (natural materials that erode or decay over time) as a primary medium. Materials fee.

ART 155
Figure Drawing (3)
The structure of this course is established by centering concentration on the live human figure. Class routine begins with gesture and warm-up drawing, followed by instruction and specific exercises, ending with extended poses or poses
relative to a particular figurative study. Figure exercises are derived from an academic tradition to train the eye, as well as the hand. Materials fee. Offered even years only.

**ART 180**  
Sculpture (3)  
This studio course explores the organizing principles of three-dimensional design as well as the nature of one's creative thoughts. Students learn to use a variety of materials and techniques including clay, plaster, metals and conceptual approaches. Investigations into the history of sculptural form raise questions pertinent to contemporary art. Materials fee.

**ART 181/581**  
Traditional Chinese Brush Stroke I (3)  
Brush stroke class focuses on learning how to cultivate the inner-Qi, or energy, through the practice of brush calligraphy. The history of Oriental calligraphy and culture is studied. We focus on the process of meditation with a brush. Emphasis is placed on regular running style, Caoshu, with some exposure to seal script and brush painting as well. Students learn how Asian paper and brushes are used, how to place a chop or red seal on Chinese calligraphy and painting. We study how the Asian brush is designed and how it differs from Western brushes. Every student has artwork at the end of this course. Workshops begin with a light qigong standing meditation every week. Materials fee.

**ART 200/500**  
The Contemplative Artist (3)  
At the very heart of the word *contemplative* is the activity of observing, seeing. *Contemplative*, originally a term of divination, meant an open space marked out for observation. Contemplation implies attentive and meditative observation. Through mindfulness meditation, studio assignments and selected readings, students explore a cosmology of art; how art arises; how seeing occurs, literally and poetically; how people navigate and appreciate the world through sense perceptions; how perceptions are affected by culture; and how these two streams of the personal and the public join in an individual's aesthetic sense and artistic statement.

**ART 215**  
Watercolor (3)  
This course, open to beginners and experienced artists, is a series of exercises designed to lay the foundation for understanding this famously difficult medium. The methods presented distill the techniques practiced in the Western tradition of the past three centuries and provide the basis for a lifetime of anxious pleasure. This is a studio class with demonstrations by the instructor and a lot of painting and drawing by the students.

**ART 216**  
Photography II (3)  
The primary goal of this course is to deepen and expand one's knowledge of photography as a medium of artistic expression. The student needs to have completed at least one introductory course in photography and be ready to undertake more independent explorations of particular conceptual and artistic interests. Both theoretical and practical, this course is as much about thinking as about making images. At this level the student should have strong individual aspirations with regard to printing his or her images. Technical skills are expanded so that one's printing ability is in sync with aesthetic aspirations. Materials fee.

**ART 233/533**  
Thangka Painting I: Appreciation of Himalayan Buddhist Art (3)  
Thangka painting, a traditional visual art form unique to the Himalayan Buddhist region, is approached in two ways: studio training in basic drawing and painting is paired with academic study within a broad context. Topics include history, styles, methods, content and relevance to historical and contemporary societies. The class format includes slide lectures, films, readings and field excursions. Students also work in a practice environment modeled after the Vajrayana nyinthang practice in two daylong sessions. Materials fee.

**ART 245**  
Introduction to Painting: Realism (3)  
Students develop technical ability as painters and increase their creative options for art making. With the still life as subject, the course focuses on color theory, the formal elements of painting, and the various surfaces, tools, techniques and myriad effects that can be achieved with acrylic paint. Students explore the expressive potential of painting and discuss their process during class critiques. Knowledge gained enables students to be articulate about and have a better understanding of the paintings that they encounter in the world. Materials fee.

**ART 260**  
Calligraphy and Book Arts (3)  
A study of the disciplines of Western calligraphy and book arts, incorporating design principles and artistic skills. An alphabet in its historical and contemporary form is studied. The study of the letter forms with the broad-edged pen is complemented by design exercises to explore color, texture and rhythm. Students learn a selection of book forms designed from manuscripts and a wide variety of other purposes. Materials fee. May be repeated twice for credit.
ART 281/583; 381/583
Traditional Chinese Brush Stroke II, III (3)
Based on skills learned in Traditional Chinese Brush Stroke I, students continue their exploration of the history, origin and construction of the Chinese characters. Students delve further into the five calligraphy-writing styles as a method to enhance their Chinese writing skills. To gain a better understanding of the aesthetic standard, oriental philosophy and oriental painting, students examine ways Chinese poetic artistry, i.e. poetry, calligraphy and painting, are interrelated in the Asian traditions. We look at modern Chinese and Japanese brush art work and the interaction between the West and the East. Workshops begin with a light qigong standing meditation every week. Materials fee.

ART 301
World Art I: Ancient to Middle Ages (3)
An introduction to the visual arts of archaic societies, and of the civilizations of the Mediterranean and Middle East, Asia, Central and South America, and Africa. Viewed from a global perspective, we explore the historic and mythic lineages of vision, meaning and craft. Includes art making.

ART 306
Photography III (3)
This advanced photography course undertakes an independent exploration of the student’s particular conceptual and artistic interests. Students concentrate on more independent projects while being exposed to further theoretical and practical aspects of studio work. Students are likewise encouraged to think beyond the single photo to more expanded notions of photography such as series-related work, alternative processes and installation work. Prerequisite: ART 116 and 216 or equivalent. Materials fee.

ART 311
Mixed Media (3)
Students engage in the creation of art made out of mixing materials and media. Investigations include formal, technical, philosophical and experiential aspects of art making. Sources of artistic imagery, from contemporary to traditional art, and the dynamics of aesthetic experience are examined. Students develop insights through witnessing many forms of art, critical intent and personal creative experience. Emphasis is placed on making art, artistic evaluation and the dynamics of group critique. Materials fee. Offered odd years only.

ART 325
Advanced Drawing (3)
Open to anyone with previous drawing experience. Beginning with an emphasis on precise observational drawing, the class proceeds through an array of exercises designed to deepen each student’s native way of drawing. The working basis for this is the One Hundred Drawings project, a semester-long exploration of an individually chosen theme.

ART 333/543
Thangka Painting II (3)
A continuation of ART 233/533. Students learn to stretch and prime cloth for painting. Each student begins by painting the eight auspicious symbols then advances to composing a complete thangka painting. Skills focused on include dry-technique shading, color mixing and application and making gold paint. Detailed study of classic thangkas, both past and contemporary, complement the skills practiced. Prerequisite: ART 233/533.

ART 345
Painter’s Laboratory (3)
Like a science lab, the painter’s laboratory is a place for practice, observation and testing. This studio class is suitable for anyone wanting to explore and develop as a painter. The goal is to enhance seeing and to translate that highly personal skill into paint. We study and experiment with how to generate ideas, how to develop subject matter, how to build on and incorporate previous training and experience (including nonvisual), and how to engage the vastness of contemporary and historical arts as a mentor and ally. Lab skills include how to gather and use visual information for painting through collecting, drawing and notation. This is a hands-on lab; the medium is acrylic paint. Materials fee.

ART 351
World Art II: Medieval and Modern Transformations (3)
An introduction to the visual arts of cultures that flowered out of the influence of Buddhism, Christianity and Islam, as well as the art of Western Europe from the 13th century to the present. World Art I is not a prerequisite for this class. Includes art making.

ART 380
The Cinema of Exile and Diaspora (3)
An examination of the filmmaking of postcolonial, Third World and other displaced subjects living in the West. We explore many of the shared themes, metaphors and symbols of these films, among those alienation, displacement, journeying, nomadism, borders, migrancy, homelessness, nostalgia and home-seeking. We also examine and discuss certain styles that characterize these films, many of them demonstrating fragmented, multilingual, epistolary, interstitial and self-reflexive characteristics. In most of these films, identity is not fixed but is represented as a process of becoming and transformation.

ART 431/531
Advanced Studio Practice (3)
Students define and manifest their own artistic voice, incorporating the media and technique of their choice. Motivated students build a body of cohesive art work, with emphasis on technical, formal and conceptual development. Art and thought processes are supported by research, engaged inquiry and a highly focused studio practice.
Viewing art from contemporary and traditional cultures encourages students to realize a global understanding of what art is. Prerequisite: two Visual Arts studio courses. Visual Arts majors only. Others by permission of the Visual Arts department chair.

**ART 433/553**  
*Thangka Painting III (3)*  
For advanced students of thangka painting. Students continue to work on their compositions begun in Thangka Painting II. Further development of painting technique coincides with study and refinement of design both linear and tonal. The sewing of brocades for mounting finished paintings is also demonstrated. Prerequisite: ART 333/543.

**ART 443/563**  
*Thangka Painting IV (3)*  
For advanced students of thangka painting. Prerequisite: ART 433/553.

**ART 480**  
*Portfolio and Gallery Presentation (Senior Project) (3)*  
This spring course prepares students for the presentation of their senior projects in the Naropa Gallery. The course covers practical elements of designing and assembling a portfolio, marketing, copyrights, presentation of artwork and installation of exhibitions. BA Visual Arts seniors only. Others by permission of Visual Arts Department chair.

**ART 490/690**  
*Special Topics in Visual Arts (3)*  
Special Topics Seminar investigates the applications of theories and methods of Visual Arts specific to historical, critical and theoretical contexts. Specific topics are announced the semester this course is offered. The seminar is open to advanced undergraduate and graduate students. Materials fee.

**ART 499**  
*Independent Study (1–3)*  
An opportunity for students to engage in in-depth, concentrated study with a particular faculty member for a semester. The design of study and course work is decided upon by the student and faculty member.
“Ordinary mind includes eternal perceptions.”
—Allen Ginsberg, co-founder of the Jack Kerouac School of Disembodied Poetics

The Jack Kerouac School of Disembodied Poetics
The Kerouac School was founded at Naropa University in 1974 by Allen Ginsberg and Anne Waldman. The school comprises the Summer Writing Program and the Department of Writing and Poetics, which administers the BA Writing and Literature, the MFA Writing and Poetics and the low-residency MFA Creative Writing programs. The Kerouac School has as its mission the education of students as knowledgeable practitioners of the literary arts. Its objectives include encouraging a disciplined practice of writing as well as cultivating a historical, cultural and contemplative awareness of literary studies.
WRITING & POETICS DEPARTMENT

Chair: Junior Burke
Administrative Director: Amy Catanzano
Administrative Assistant: J’Lyn Chapman
Graduate Academic Advisor: Erik Anderson
Ranked Faculty: Keith Abbott, Junior Burke, Reed Bye, Indira Ganesan, Anselm Hollo, Bhanu Kapil, Elizabeth Robinson, Andrew Schelling, Anne Waldman (Distinguished Professor of Poetics)
Ranked Faculty from Other Departments: Alan Hartway (Interdisciplinary Studies), Michelle Naka Pierce (Naropa Writing Center)
Adjunct Faculty: Erik Anderson, Lisa Birman, Tara Blaine, Amy Catanzano, Jack Collom, Kika Dorsey, Danielle Dutton, Barbara Henning, Brad O’Sullivan, Maureen Owen, Julia Seko, Steven Taylor, Sara Veglahn

UNDERGRADUATE STUDY
BA in Writing & Literature
The Bachelor of Arts in Writing and Literature is a 36-credit major with a curriculum that balances writing workshops and literary studies. This balance reflects the department’s conviction that creative writing, reading, and critical analysis must be involved in a writer’s growth. In addition to the practice and study of writing, Writing and Literature students can acquire skills in letterpress printing through The Harry Smith Print Shop, and publishing via Bombay Gin, the department’s literary journal. Through Project Outreach, students develop workshop-teaching skills in local schools and institutions.

Writing workshops and literature classes at Naropa University are taught by active poets and writers with the purpose of deepening the students’ practice of writing. Those considering the major in Writing and Literature should be committed to the discipline of creative writing and prepared to produce creative work on a weekly basis throughout the academic year, and to engage in critical sessions with fellow students.

Declaration of Major
In addition to adhering to university requirements and deadlines (p. 56), Naropa University students who are interested in declaring a major in Writing and Literature must also meet the following requirements:

• A minimum of 6 credits in courses designated as foundation courses. Foundation courses include 6 credits of work in WRI courses that are designated as major prerequisites. These must include one writing course (WRI 234, Creative Writing and Literature, or WRI 207, Introduction to Creative Writing) and one literature course (WRI 210, Literary Studies: Ancient World Literature; WRI 230, Literary Studies: 19th Century U.S. Literature; or WRI 240, Literary Studies: Literature of the Pacific Rim).

• Students must receive a “B-” or better in each foundation course in order to declare a major in Writing and Literature.

A prospective major* who has completed one foundation course with a second in progress or who is currently enrolled in two foundation courses may be provisionally cleared to register for courses in the major with:

• the understanding that the student needs to receive a “B-” or better before declaring the major, and
• the understanding that, should the student fail to earn at least a “B-” in a foundation course, he or she will be required to complete the equivalent writing or literature course the subsequent semester and earn at least a “B-.”

• A student who fails to earn a minimum of a “B-” will be unable to proceed with taking 300 or 400 level courses restricted to “majors only”* until an acceptable grade in an equivalent foundation course has been earned.

• Each foundation course may be repeated once.

• Upon earning a “B-” or better in the aforementioned foundation course(s), the prospective major* is responsible for going to his or her advisor to begin the declaration of major process before the end of the drop/add period of the semester subsequent to the satisfactory completion of the course(s).

*This also applies to students with a minor in Writing and Literature or Interdisciplinary students with a concentration in Writing and Literature.

The Writing and Poetics Department does not require writing samples or any other secondary admissions material from lower-division Naropa University students transitioning into the major. However, as a basis for beginning the relationship of the students and faculty, and to demonstrate a sincere intention to pursue the degree, the faculty asks that students submit the following elements to the department along with the declaration of major form:

• A sample of creative writing, poetry or prose (five to ten pages)

• A statement of interest in declaring the major (one to two pages)

• A sample of an existing essay or academic paper written at Naropa University (two to five pages)

Students applying to transfer from an outside institution directly into the Writing and Literature major are required to submit the following materials in addition to those required by the Admissions Office:

• A sample of creative writing, poetry or prose (five to ten pages)

• A statement of interest in declaring the major (one to two pages)

REQUIREMENTS:
BA WRITING & LITERATURE
Writing Workshops: 15 credits
(All courses are 3 credits.)
Writing workshops train in various modes of verse and prose composition and include writing poetry, writing fiction, translation and expository essay. Workshops require the regular submission of original work for critique, oral presentation and editing.

WRI 265 Prose Workshop: Introduction to Fiction Writing
WRI 300 Poetry Workshop: Finding Your Fire
WRI 310 Reading and Writing: The Magic of Realism
WRI 311 Reading and Writing: Poetic Operation
WRI 320 Writing Poetry: From Gloucester Out
WRI 321 Writing Prose: Navigations in Narrative
WRI 360 Writing Poetry: Only the Narrow Present Is Alive
WRI 363 Reading and Writing: Literatures of Exile and Diaspora
WRI 364 Reading and Writing: Passage in Prose
WRI 365 Reading and Writing: Experimental Women Writers
WRI 370 Writing Poetry: When the Mode of the Music Changes
WRI 375 Writing Poetry: Wild Form
WRI 385 Reading and Writing: Close Readings in Surrealism and Dada
WRI 386 Writing Prose: Narrative and Architecture
WRI 400 Poetry Workshop: Extending Your Voice
WRI 407 Reading and Writing: Currency of the New Millennium
WRI 410 Writing Poetry: Writing the Poems
WRI 419 Reading and Writing: Exploring Your Source
WRI 428 Writing Fiction
WRI 429 Contemplative Poetics
WRI 431 The Art of the Essay
WRI 443 Practice of Translation
WRI 446 Reading and Writing: American Beauty

SUBTOTAL 15

Literature Courses: 18 credits (All courses are 3 credits.)
Literature courses examine selected writers’ works, topics or periods in literary history and require critical papers in standard academic format.

WRI 310 Reading and Writing: The Magic of Realism
WRI 311 Reading and Writing: Poetic Operation
WRI 334 Reading and Writing: The Hybrid
WRI 340 Literature Seminar: Women Writers, Open Texts
WRI 347 Literature Seminar: Kerouac’s Road
WRI 349 Literature Seminar: Classic Modernism
WRI 350 Literature Seminar: Midnight Angels
WRI 356 Literature Seminar: Points of Departure
WRI 363 Reading and Writing: Literatures of Exile and Diaspora
WRI 364 Reading and Writing: Passage in Prose
WRI 365 Reading and Writing: Experimental Women Writers
WRI 377 Trends in Contemporary Literature: Introduction to Critical Theory
WRI 380 Eco-Lit
WRI 407 Reading and Writing: Currency of the New Millennium
Writing & Poetics Department

WRI 408 Literature Seminar: Beatnik 101
WRI 419 Reading and Writing: Exploring Your Source
WRI 429 Contemplative Poetics
WRI 431 The Art of the Essay
WRI 433 Literature Seminar: Tracks Along the Left Coast
WRI 436 Trends in Contemporary Literature: Introduction to Feminist Theory
WRI 443 Practice of Translation
WRI 446 Reading and Writing: American Beauty
WRI 450 Literature Seminar: Radical Prosody

SUBTOTAL 18

Final Manuscript and Critical Thesis: 3 credits
The final requirement in Writing and Literature is a manuscript representing the best selections of creative work the student has accomplished in the program as well as a critical essay on a literary topic. For further description, see the manuscript guidelines available at the Writing and Poetics office.

WRI 475 Final Manuscript and Critical Thesis
*Note: no extensions are granted in the BA Final Manuscript course.

SUBTOTAL 3

TOTAL CREDITS 36

Elective Courses offered by the Department of Writing & Poetics
WRI 326W Poetry Practicum: Small Press (1)
WRI 335W Poetry Practicum: Haiku, Linked Verse and the Bioregion (1)
WRI 336W Prose Practicum (1)
WRI 337W Writer's Practicum (1)
WRI 343W Poetry Practicum (1)
WRI 367W Writer's Practicum: Designing a Writing Workshop (2)
WRI 382 Letterpress Printing; The Well Dressed Word (3)
WRI 383 Letterpress Printing: First Impressions (3)
WRI 412W Poetry Practicum (1)
WRI 481 Project Outreach (2–3)

The Writing and Poetics Department offers the following contemplative practice course:
WRI 429 Contemplative Poetics

Minor in Writing & Literature
Students wanting to minor in Writing and Literature must complete the following:
- A minimum of 6 credits in courses designated as foundation courses. Foundation courses include 6 credits of work in WRI courses designated as minor prerequisites. These must include one writing course (WRI 234, Creative Writing and Literature, or WRI 207, Introduction to Creative Writing) and one literature course (WRI 210, Literary Studies: Ancient World Literature; WRI 230, Literary Studies: 19th Century U.S. Literature; or WRI 240, Literary Studies: Literature of the Pacific Rim).
- Students must receive a “B-” or better in each foundation course in order to declare a minor in Writing and Literature.

After completing these 200-level courses, students fulfill the remaining 6 credits of the minor through one writing workshop and one literature seminar in the yearlong Writing and Poetics Department, the Summer Writing Program or some combination thereof.

A prospective major* who has completed one foundation course with a second in progress or who is currently enrolled in two foundation courses may be provisionally cleared to register for courses in the major with:
- the understanding that the student needs to receive a “B-” or better before declaring the major; and
- the understanding that, should the student fail to earn at least a “B-” in a foundation course, he or she will be required to complete the equivalent writing or literature course the subsequent semester and earn at least a “B-.”
- A student who fails to earn a minimum of a “B-” will be unable to proceed with taking 300 or 400 level courses restricted to “majors only”* until an acceptable grade in an equivalent foundation course has been earned.
- Each foundation course may be repeated once.
- Upon earning a “B-” or better in the aforementioned foundation course(s), the prospective major* is responsible for going to his or her advisor to begin the declaration of major process before the end of the drop/add period of the semester subsequent to the satisfactory completion of the course(s).

*This also applies to students with a minor in Writing and Literature or Interdisciplinary students with a concentration in Writing and Literature.

The department does not require additional materials from a student to minor in Writing and Literature.

Elective Courses
Students wanting to minor in Writing and Literature must complete the following:
- A minimum of 6 credits in courses designated as foundation courses. Foundation courses include 6 credits of work in WRI courses designated as minor prerequisites. These must include one writing course (WRI 234, Creative Writing and Literature, or WRI 207, Introduction to Creative Writing) and one literature course (WRI 210, Literary Studies: Ancient World Literature; WRI 230, Literary Studies: 19th Century U.S. Literature; or WRI 240, Literary Studies: Literature of the Pacific Rim).
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A prospective major* who has completed one foundation course with a second in progress or who is currently enrolled in two foundation courses may be provisionally cleared to register for courses in the major with:
- the understanding that the student needs to receive a “B-” or better before declaring the major; and
- the understanding that, should the student fail to earn at least a “B-” in a foundation course, he or she will be required to complete the equivalent writing or literature course the subsequent semester and earn at least a “B-.”
- A student who fails to earn a minimum of a “B-” will be unable to proceed with taking 300 or 400 level courses restricted to “majors only”* until an acceptable grade in an equivalent foundation course has been earned.
- Each foundation course may be repeated once.
- Upon earning a “B-” or better in the aforementioned foundation course(s), the prospective major* is responsible for going to his or her advisor to begin the declaration of major process before the end of the drop/add period of the semester subsequent to the satisfactory completion of the course(s).

*This also applies to students with a minor in Writing and Literature or Interdisciplinary students with a concentration in Writing and Literature.

The department does not require additional materials from a student to minor in Writing and Literature.
Interdisciplinary Studies: Concentration in Writing & Literature
Interdisciplinary Studies students fulfilling a concentration in Writing and Literature must complete the following:

- A minimum of 6 credits in courses designated as foundation courses. These include 6 credits of work in WRI courses designated as concentration prerequisites. These must include one writing course (WRI 234, Creative Writing and Literature, or WRI 207, Introduction to Creative Writing) and one literature course (WRI 210, Literary Studies: Ancient World Literature; WRI 230, Literary Studies: 19th Century U.S. Literature; or WRI 240, Literary Studies: Literature of the Pacific Rim).
- Students must receive a “B-” or better in each foundation course in order to declare a concentration in Writing and Literature.

The Writing and Poetics Department does not require writing samples or any other secondary admissions material from lower-division Naropa students transitioning into a concentration in Writing and Literature. However, as a basis for beginning the relationship of the students and faculty, and to demonstrate a sincere intention to pursue a concentration in Writing and Literature, the faculty asks that students submit the following elements to the department:

- A sample of creative writing, poetry or prose (five to ten pages)
- A statement of interest in declaring a concentration in Writing and Literature (one to two pages)
- A sample of an existing essay or academic paper written at Naropa (two to five pages)

GRADUATE STUDY
MFA in Writing & Poetics
The MFA in Writing and Poetics is a two-year, 49-credit graduate degree, which can also be taken part-time over three or four years. The program has a curriculum that balances writing workshops with literary studies. This reflects the department’s conviction that creative writing, reading and critical analysis must be involved in a writer’s growth. Two Summer Writing Programs are required of all students for completion of the MFA degree. See the Summer Writing Program section for more information.

2010–11 ADMISSION REQUIREMENTS: MFA WRITING & POETICS
1. Standard graduate admission requirements (see p. 20)
2. Depending on concentration:
   a. Prose Fiction: Thirty typed pages
   b. Poetry: Fifteen typed pages
   c. Translation: Twenty typed pages of original creative work, and if possible, three to five pages of translation work. Translation may be from any genre: prose, poetry, drama or essay.
3. Supplemental application, including the letter of intent

Concentrations
On applying to the Master of Fine Arts program, students select a prose, poetry or translation concentration, but may take workshops in any concentration. This selection is required because it helps students focus on one of three categories of composition in the time that they are in the program. First semester writing courses must reflect the concentration, i.e. poetry concentration, poetry workshop.

Poetry
MFA poetry workshops involve an intensive engagement with verse composition. Workshop writing may include Western and non-Western models, e.g. the ballad, sonnet, ode, haiku, haibun, prose poem, as well as the many possibilities of free verse and work with mixed genres. Courses include readings and discussion of modes of composition.

Prose
MFA prose workshops examine techniques of traditional and postmodern fiction. Basic strategies for monologue, dialogue, point of view, characterization, scene construction, description and narrative structure are explored and assigned for practice. In prose workshops, short fiction, memoirs, autobiographical prose, dramatic writing and film are used to illustrate narrative technique. Workshops encourage student peer critique, develop editing skills and provide an informed vocabulary for group discussion.

Translation
Students electing this concentration must take two Practice of Translation workshops and one other workshop in either the poetry or prose concentrations. The MFA translation workshops examine both the practical and theoretical aspects of translation. Course work may include various exercises in translation, explication, imitation and mistranslation. Generally in each course a student focuses on a sustained translation from a particular author, language or historical period. Readings include significant historical essays as well as work by recent and contemporary writers who study and practice translation. In every instance the concern is the production of literary translations of poetry, fiction or essays.

REQUIREMENTS: MFA WRITING & POETICS
The Master of Fine Arts in Writing and Poetics requires a total of 49 credit hours distributed among the following courses:

Summer Writing Program: 16 credits
WRI 651–654 Summer Writing Program I (8)
WRI 751–754 Summer Writing Program II (8)
SUBTOTAL 16
**Writing Workshops: 9 credits (All classes are 3 credits.)**

Semester-long courses in creative writing workshops require regular submission of original work for critique, oral presentation and editing. Creative reading and writing courses have distinct literature and creative writing components.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>WRI 610B</td>
<td>Practice of Poetry: Lyf So Short, Craft So Long</td>
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<tr>
<td>WRI 614</td>
<td>Creative Reading and Writing: Memoir/ Anti-Memoir</td>
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<tr>
<td>WRI 618</td>
<td>Practice of Poetry: Migrant Metaphors</td>
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<td>WRI 619</td>
<td>Practice of Fiction: Narration/Transition</td>
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<tr>
<td>WRI 620</td>
<td>Practice of Poetry: Composition and Critique</td>
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<td>WRI 621</td>
<td>Practice of Fiction: Monologue/Characterization</td>
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<tr>
<td>WRI 623</td>
<td>Creative Reading and Writing: Writing with Shakespeare</td>
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<tr>
<td>WRI 625</td>
<td>Creative Reading and Writing: Dramatic Measures</td>
</tr>
<tr>
<td>WRI 629</td>
<td>Practice of Translation</td>
</tr>
<tr>
<td>WRI 660A</td>
<td>Practice of Poetry: Nature Poetry for the 21st Century</td>
</tr>
<tr>
<td>WRI 660B</td>
<td>Practice of Poetry: The Prose Poem</td>
</tr>
<tr>
<td>WRI 664</td>
<td>Practice of Poetry: The Poetic Journal</td>
</tr>
<tr>
<td>WRI 670</td>
<td>Practice of Poetry: Word for Word, Line by Line</td>
</tr>
<tr>
<td>WRI 671</td>
<td>Practice of Fiction: Building Blocks</td>
</tr>
<tr>
<td>WRI 673</td>
<td>Creative Reading and Writing: Food as Metaphor</td>
</tr>
<tr>
<td>WRI 675</td>
<td>Creative Reading and Writing: Memory and Matter</td>
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<tr>
<td>WRI 710</td>
<td>Practice of Poetry: Your Works</td>
</tr>
<tr>
<td>WRI 715</td>
<td>Practice of Poetry: Poetry Workshop</td>
</tr>
<tr>
<td>WRI 720</td>
<td>Practice of Prose: Experimental Prose</td>
</tr>
<tr>
<td>WRI 723</td>
<td>Practice of Prose: Creative Nonfiction</td>
</tr>
<tr>
<td>WRI 725</td>
<td>The Art of the Essay</td>
</tr>
<tr>
<td>WRI 731</td>
<td>Creative Reading and Writing: Sequences</td>
</tr>
<tr>
<td>WRI 739</td>
<td>Contemplative Poetics</td>
</tr>
<tr>
<td>WRI 756</td>
<td>Mind Moving</td>
</tr>
<tr>
<td>WRI 762</td>
<td>Creative Reading and Writing: Literatures of Exile and Diaspora</td>
</tr>
<tr>
<td>WRI 763</td>
<td>Creative Reading and Writing: Notes on Architecture</td>
</tr>
<tr>
<td>WRI 770</td>
<td>Practice of Poetry: Hybrid Forms</td>
</tr>
<tr>
<td>WRI 771</td>
<td>Practice of Fiction: Postmodern Prose</td>
</tr>
<tr>
<td>WRI 773</td>
<td>Creative Reading and Writing: Cross-Cultural Writing Practices</td>
</tr>
</tbody>
</table>

**SUBTOTAL 9**

**Literature Courses: 9 credits (All classes are 3 credits.)**

These examine a single writer’s work, specific topics in literary history, or encompass a survey of historical or theoretical orientations and require critical papers in standard academic format.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>WRI 614</td>
<td>Creative Reading and Writing: Memoir/ Anti-Memoir</td>
</tr>
<tr>
<td>WRI 623</td>
<td>Creative Reading and Writing: Writing with Shakespeare</td>
</tr>
<tr>
<td>WRI 625</td>
<td>Creative Reading and Writing: Dramatic Measures</td>
</tr>
<tr>
<td>WRI 629</td>
<td>Practice of Translation</td>
</tr>
<tr>
<td>WRI 632</td>
<td>Literature Seminar: The Feeling Tone</td>
</tr>
<tr>
<td>WRI 633</td>
<td>Literature Seminar: Tracks Along the Left Coast</td>
</tr>
<tr>
<td>WRI 640</td>
<td>Literature Seminar: Women Writers, Open Texts</td>
</tr>
<tr>
<td>WRI 647</td>
<td>Literature Seminar: Kerouac’s Road</td>
</tr>
<tr>
<td>WRI 649</td>
<td>Literature Seminar: Classic Modernism</td>
</tr>
<tr>
<td>WRI 650</td>
<td>Literature Seminar: Midnight Angels</td>
</tr>
<tr>
<td>WRI 656</td>
<td>Literature Seminar: Points of Departure</td>
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<tr>
<td>WRI 673</td>
<td>Creative Reading and Writing: Food as Metaphor</td>
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<tr>
<td>WRI 675</td>
<td>Creative Reading and Writing: Memory and Matter</td>
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<tr>
<td>WRI 677</td>
<td>Trends in Contemporary Literature: Introduction to Critical Theory</td>
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<tr>
<td>WRI 718</td>
<td>Literature Seminar: The Cantos of Ezra Pound</td>
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<tr>
<td>WRI 722</td>
<td>Eco-Lit</td>
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<tr>
<td>WRI 725</td>
<td>The Art of the Essay</td>
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<tr>
<td>WRI 731</td>
<td>Creative Reading and Writing: Sequences</td>
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<tr>
<td>WRI 736</td>
<td>Trends in Contemporary Literature: Introduction to Feminist Theory</td>
</tr>
<tr>
<td>WRI 739</td>
<td>Contemplative Poetics</td>
</tr>
<tr>
<td>WRI 750</td>
<td>Literature Seminar: Radical Prosody</td>
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<tr>
<td>WRI 756</td>
<td>Mind Moving</td>
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<tr>
<td>WRI 760</td>
<td>Creative Reading and Writing: Bad Business: Noir n Nasty</td>
</tr>
<tr>
<td>WRI 762</td>
<td>Creative Reading and Writing: Literatures of Exile and Diaspora</td>
</tr>
<tr>
<td>WRI 763</td>
<td>Creative Reading and Writing: Notes on Architecture</td>
</tr>
<tr>
<td>WRI 768</td>
<td>Literature Seminar: William Blake</td>
</tr>
<tr>
<td>WRI 773</td>
<td>Creative Reading and Writing: Cross-Cultural Writing Practices</td>
</tr>
</tbody>
</table>

**SUBTOTAL 9**
Electives: 6 credits
Students have ample choice to fulfill the 6-credit elective requirement and may choose courses from a wide range of offerings. The Writing and Poetics Department offers the following electives:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRI 602</td>
<td>Letterpress Printing: The Well Dressed Word (3)</td>
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</tr>
<tr>
<td>WRI 608W</td>
<td>Writer’s Practicum: Designing a Writing Workshop (2)</td>
<td></td>
</tr>
<tr>
<td>WRI 612W</td>
<td>Poetry Practicum (1)</td>
<td></td>
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<tr>
<td>WRI 643W</td>
<td>Poetry Practicum (1)</td>
<td></td>
</tr>
<tr>
<td>WRI 700</td>
<td>Writing Pedagogy Seminar: Composition and Writing Center Theory (3)</td>
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<tr>
<td>WRI 702W</td>
<td>Poetry Practicum: Small Press (1)</td>
<td></td>
</tr>
<tr>
<td>WRI 745W</td>
<td>Poetry Practicum: Haiku, Linked Verse and the Bioregion (1)</td>
<td></td>
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<tr>
<td>WRI 746W</td>
<td>Prose Practicum (1)</td>
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<tr>
<td>WRI 747W</td>
<td>Writer’s Practicum (1)</td>
<td></td>
</tr>
<tr>
<td>WRI 781</td>
<td>Project Outreach (2–3)</td>
<td></td>
</tr>
</tbody>
</table>

**SUBTOTAL 6**

Contemplative Requirement: 3 credits
There are a variety of courses available that satisfy this requirement, including, but not limited to, t’ai-chi ch’uan, sitting meditation, aikido, ikebana, sumi brushstroke, thangka painting and yoga. Each of these disciplines provides training in an art form that cultivates mindful awareness.

The Writing and Poetics Department offers the following 3-credit contemplative courses:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRI 739</td>
<td>Contemplative Poetics</td>
</tr>
<tr>
<td>WRI 756</td>
<td>Mind Moving</td>
</tr>
</tbody>
</table>

**SUBTOTAL 3**

Final Manuscript: 6 credits
In their last semester, MFA students submit a final manuscript, consisting of a creative manuscript fulfilling the minimum page requirements for the concentration in which the student is registered, and a critical thesis. Additional information about the final manuscript and extended manuscript is available in the Writing and Poetics office.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRI 880</td>
<td>Final Manuscript (6)</td>
<td></td>
</tr>
<tr>
<td>WRI 881</td>
<td>Extended Manuscript (0.5)</td>
<td></td>
</tr>
</tbody>
</table>

**SUBTOTAL 6**

**TOTAL CREDITS 49**

Unique features of the Writing and Poetics Department include small writing workshops of twelve students or less and faculty members who are active, published writers. Project Outreach places students in local schools and other institutions as writing instructors. The Harry Smith Print Shop allows students to put design to language using letterpress-printing techniques. Bombay Gin is the department’s literary journal, edited and produced by faculty and students.

**MFA in Creative Writing**
**Director:** Junior Burke
**Low-Residency Faculty:** Erik Anderson, Lisa Birman, Tara Blaine, Junior Burke, Kika Dorsey, Danielle Dutton, Barbara Henning, Maureen Owen, Steven Taylor

The MFA in Creative Writing is a low-residency, 49-credit degree program. Courses are taken online during the regular academic year, and 16 credit hours of the Summer Writing Program (spread out over two or three summers) are completed at Naropa University’s Boulder campus. The curriculum balances online writing workshops and literature seminars. Technical support is provided throughout.

Students are part of a community from all over the country and overseas as well. Low-residency students generally enroll for 6 credit hours per semester to realize their degree in three years or less and to qualify for financial aid. If students do receive financial aid, they must enroll for 9 credit hours during one academic semester over the course of their degree.

**2010–11 ADMISSION REQUIREMENTS:**
**MFA CREATIVE WRITING**
1. Standard graduate admission requirements (see p. 20)
2. Writing sample consisting of either thirty pages of prose fiction or fifteen pages of poetry or a thirty-page combination of prose and poetry
3. Supplemental application
4. Technology form

**Concentrations**
While the low-residency MFA program in Creative Writing offers courses and workshops in poetry and prose, students do not commit to a concentration. Those who wish to devote more focus to a particular form are urged to apply to the residential MFA Writing and Poetics program.

**REQUIREMENTS: MFA CREATIVE WRITING**
**Summer Writing Program: 16 credits**
Two four-week summer semesters (or some combination totaling 16 credits) are completed at Naropa’s Boulder campus.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRI 651–654</td>
<td>Summer Writing Program I (8)</td>
<td></td>
</tr>
<tr>
<td>WRI 751–754</td>
<td>Summer Writing Program II (8)</td>
<td></td>
</tr>
</tbody>
</table>

**SUBTOTAL 16**

**Writing Workshops: 9 credits (All classes are 3 credits.)**
Writing workshops require regular submissions of original work for critique and editing. Courses include reading and online discussion of modes of composition. Workshop participation encourages student peer critique and develops editing skills and an informed vocabulary.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>WRI 600e</td>
<td>Literature Seminar: Midnight Angels</td>
</tr>
<tr>
<td>WRI 625e</td>
<td>Creative Reading and Writing: Dramatic Measures</td>
</tr>
</tbody>
</table>

208 Writing & Poetics Department
Literature Courses: 9 credits (All classes are 3 credits.)

Literature seminars focus on the works of particular authors, literary history and culture, as well as contemporary trends in literary theory. They are titled Literature Seminar, Creative Reading and Writing, and Trends in Contemporary Literature. All literature courses require critical papers in standard academic format.

WRI 632e Literature Seminar: The Feeling Tone
WRI 634e Literature Seminar: One’s Own Language
WRI 667e Creative Reading and Writing: Inspired by Inspiration
WRI 677e Trends in Contemporary Literature: Introduction to Critical Theory
WRI 688e Literature Seminar: Kerouac’s Road
WRI 736e Trends in Contemporary Literature: Introduction to Feminist Theory
WRI 788e Creative Reading and Writing: The Art of Nonfiction
WRI 790e Creative Reading and Writing: Investigative Poetics

SUBTOTAL 9

Final Manuscript: 6 credits

In their last semester, MFA students submit a final manuscript consisting of a creative manuscript and a critical thesis. Additional information about the final manuscript is available in the Writing and Poetics office.

WRI 880e Final Manuscript

SUBTOTAL 6

Elective Requirement: 6 credits

Students can choose from the array of online courses offered by other departments at Naropa University. For those students who can attend class at Naropa, we also offer the following weekend electives, each for 1 credit.

These classes can include in-resident undergraduate and graduate students and low-residency graduate students.

WRI 612W Poetry Practicum
WRI 643W Poetry Practicum
WRI 746W Prose Practicum
WRI 747W Writer’s Practicum

SUBTOTAL 6

Contemplative Requirement: 3 credits

WRI 680e Mind Moving (3)

SUBTOTAL 3

TOTAL CREDITS 49

Writing & Poetics Courses

Undergraduate

200–299 intended for first-year and second-year students
300–399 intended for juniors and seniors
400–499 intended primarily for seniors

Graduate

500–599 graduate-level electives and introductory courses
600–699 intended primarily for first-year graduate students
700–799 intended primarily for advanced graduate students
800–899 primarily for master’s thesis, projects, internship, field placement, etc.

e Online course
W Weekend course

Writing & Poetics (WRI)

WRI 207

Introduction to Creative Writing (3)

To expand the practice of imaginative writing, we play with different poetic and narrative forms and invent our own while engaging texts that challenge and catapult our investigations. In an atmosphere of curiosity and support, students create a body of work that is developed and refined throughout the semester. Only open to students outside the W&L major.

WRI 210

Literary Studies: Ancient World Literature (3)

We read ancient literary works from around the world from oral and literary lineages. We look for threads of similarity and aspects of difference, gaining some cultural and cross-cultural understanding of particular human themes and motifs. Readings from various cultures include among others the Epic of Gilgamesh; the Iliad; Greek, Latin, Indian, Chinese and Japanese lyric poetry; selections from the Bible and Gnostic literatures; tragedies of Sophocles and Aeschylus; the Aeneid; the Upanishads and the Mahabharata and the Tao Te Ching. Response papers and a final research paper are required.
WRI 230
Literary Studies: 19th Century U.S. Literature (3)
We look at important works of fiction, essay, poetry and memoir that, written one hundred to two hundred years following the Declaration of Independence, are exciting and vital to this day. We investigate the ways they reveal and define a particular American experience and character in history, literature and poetics. They are treated, not as static texts, but as enduring social and cultural signposts. Readings include works by Edgar Allen Poe, Ralph Waldo Emerson, Henry David Thoreau, Phyllis Wheatley, Herman Melville, Nathaniel Hawthorne, Emily Dickinson, Walt Whitman, Mark Twain, Stephen Crane, as well as enduring Native American texts. Response papers and a final research paper are required.

WRI 234
Creative Writing and Literature (3)
This class broadens our repertoire and abilities as reader-writers. The readings explore literature from several genres, including writing that mixes and matches more than one genre in a single piece of writing. The class also functions as a workshop undertaking writing experiments. Students develop the ability to analyze and speak articulately about contemporary writing, learn to identify the characteristics of discrete literary genres, strengthen their writing skills in multiple genres and produce writing samples.

WRI 240
Literary Studies: Literature of the Pacific Rim (3)
The Pacific Rim culture region, which includes the west coast of North America, the Bering Strait and the coastal regions of Asia including Japan, have shared technologies, populations and cultural lore for tens of thousands of years. This course explores the distinctive literature—oral and written—created in this area. Songs, poetry, myths, drama, from prehistoric times to the present, are explored.

WRI 265
Prose Workshop: Introduction to Fiction Writing (3)
This introductory fiction workshop explores techniques and aspects of craft such as structure, story and plot, character, voice, point of view, setting, description and the possibilities offered by different narrative forms. Reading selections of classic and contemporary writing for inspiration and points of departure, we generate new writing of our own through weekly writing investigations and in-class assignments. With feedback from our colleagues we take this work through drafts and revisions with the aim of producing a final portfolio. We also think about practical aspects of how fiction is edited, published and read, and consider how or why we might want our own work to be published. Open to lower-division sophomores, others by permission of the department.

WRI 300
Poetry Workshop: Finding Your Fire (3)
An eclectic collection of the poems and texts of twelve very distinct poets is introduced, read, discussed and drawn on for inspiration. The study of each poet includes biographical information, class members reading aloud from the texts and an in-depth discussion of the individual poems with emphasis on the inspiration factor; i.e., where inspiration comes from, etc. While class members take turns reading from the text, the rest of the class participates in an automatic writing exercise. This “wall of words” becomes the material for a rough draft that through class discussion contributes to the making of each student’s poems. Students are required to keep a notebook of their “wall of words;” their in-class rough draft, class suggestions towards their completed poem, revisions of the poem and notations on how they worked with the “wall of words” for inspiration. A final portfolio of completed poems is required. Open to W&L students only, others by permission of the department.

WRI 310
Reading and Writing: The Magic of Realism (3)
How does narrative fiction push the boundaries of realism to engage the writer’s imagination? How does a realistic voice turn inventive and nearly magical? In this class we explore the magic of realism, as seen in writers like Cortazar, Calvino and Marquez (who claimed he only wrote “true socialist realism”), as well as in myth and fairy tales, and learn, in describing the ordinary, how to craft the fantastic in our own work. In short, we learn the importance of numbering precisely the amount of butterflies in any story. Open to W&L students only, others by permission of the department.

WRI 311
Reading and Writing Seminar: Poetic Operation (3)
This course challenges traditional assumptions about how poems are created by isolating the operations in play to produce texts. We begin with Gertrude Stein’s Tender Buttons, then read contemporary writers who question the authority of poetic practice through new uses of language, form, syntax and meaning. We immerse ourselves in the laboratory of literary structures and examine how writers confront convention and experiment with process. In addition, we examine the writer’s historical context and how it informs the “poetic operation.”

WRI 320
Writing Poetry: From Gloucester Out (3)
Reading assignments sample the ancestral and expanding constellation of postmodern poetics. Students research practitioners of their own choosing for in-class discussion and are encouraged to access the Naropa Audio Archive in doing so. Classes split time between presentation and discussion of readings and work-shopping of weekly writing
Writing & Poetics Department

assignments. The course title is taken from Edward Dorn and refers to poet Charles Olson’s sense of the “projective” as a launch pad for postmodern poetics.

WRI 321
Writing Prose: Navigations in Narrative (3)
This class is an investigation and production of alternative narrative strategies. Readings from contemporary world fiction are a source of dialogue, though our emphasis is on inventing worlds for our characters/dissolving characters to navigate. What happens to our fiction if these navigations fail? What does “narrative” itself mean to us as writers engaged with prose? This class is an opportunity for you to develop your sense of where you stand in relation to the page. Open to W&L students only, others by permission of the department.

WRI 326W/702W
Poetry Practicum: Small Press (1)
An introduction to various facets of the small press including its history and practical concerns around submissions and editing. What is a small press? What was its role in forging the contemporary period? How do you “read” relevant editorial information out of journals and magazines? How do you put together submissions and cover letters? At least one current journal or press editor will appear as a guest speaker. There will be show and tell, hands-on study, and collaborative exercises focused on practical skills. Open to W&L and W&P students only, others by permission of the department.

WRI 334
Reading and Writing: The Hybrid (3)
We research hybridity to create both a vocabulary and an environment for our own projects and concerns. What is a hybrid form? Answering this question depends upon research across and into other disciplines. To this end, the course includes reading works by writers who occupy or navigate or devour or think the space where one way of writing is becoming another, or joining with another, in diverse ways. In our own writing, we generate a template for then build, a hybrid project. The method of instruction for this class combines short lectures with class discussion, workshops and in-class writing experiments.

WRI 335W/745W
Poetry Practicum: Haiku, Linked Verse and the Bioregion (1)
Haiku is a Pacific Rim poetry form. It originated in Japan and spread internationally, becoming Japan’s best-known export. As a form of poetry it uses precise information about what we now term bioregions. It can be cool & glacially slow, or up close & passionate. This two-day workshop with field trips investigates specifics of our Southern Rocky Mountain bioregion for use in short-form verse. “In place of haiku” is how Lorine Niedecker put it. We’ll try five-line versions, mesostics, lunes and collaborative linked-verse projects as well as considering poetry’s links to other formal arts. Open to W&L and W&P students only, others by permission of the department.

WRI 336W/746W
Prose Practicum (1)
Study and analysis of selected literary and compositional issues and elements with Naropa faculty and visiting faculty. Topics may cover a wide range of subject matter and methods in prose and vary from semester to semester. These may include, but are not limited to works of literature, forms of composition, literary history, writing practice (including prose, poetry and translation), literary criticism, as well as film and media studies.

WRI 337W/747W
Writer’s Practicum (1)
Study and analysis of selected literary and compositional issues and elements with Naropa faculty and visiting faculty. Topics may cover a wide range of subject matter and methods in writing and vary from semester to semester. These may include, but are not limited to, works of literature, forms of composition, literary history, writing practice (including prose, poetry and translation), literary criticism, as well as film and media studies.

WRI 340/640
Literature Seminar: Women Writers, Open Texts (3)
An examination of the works of women writers who write what poet Lyn Hejinian calls “open texts,” that is, prose, poetry, creative nonfiction and hybrid works that are open to the world and to the reader; invite participation, foreground process, resist reduction and examine authority. We look at these works in their own right as well as in relation to the literary movements of the time.

WRI 343W/643W
Poetry Practicum (1)
Study and analysis of selected literary and compositional issues and elements with Naropa faculty and visiting faculty. Topics may cover a wide range of subject matter and methods in poetry and vary from semester to semester. These may include, but are not limited to, works of literature, forms of composition, literary history, writing practice (including prose, poetry and translation), literary criticism, as well as film and media studies.

WRI 347/647
Literature Seminar: Kerouac’s Road (3)
In this class, we examine selected primary texts of Kerouac’s narrative canon (what he called the Vanity of Duluzo), as well as his first novel; plus primary critical and personal biographies and oral history. His letters and journals are also included. Through these varied filters we come to a better understanding of his compositional techniques, spiritual and emotional make-up, and ultimately Kerouac’s place in the context of his time and in the gallery.
of American letters. We probe beyond the myth of the namesake of the Kerouac School, until he reveals himself through his multidimensional life and work.

**WRI 349/649**  
**Literature Seminar: Classic Modernism (3)**  
In this survey course, we read and discuss many of the great innovations in literary style and composition in prose and verse in the period between 1910 and 1930. Writers include Gertrude Stein, Ezra Pound, Jean Toomer, T. S. Eliot, William Carlos Williams, James Joyce, Langston Hughes and Marianne Moore. The final third of the term is spent on a close reading of Joyce’s *Ulysses*. Accompanying the primary texts are essays by the above authors and others on specific features of modernist poetry and narrative. Requirements include response papers and a substantial final paper on some aspect(s) of *Ulysses*. Open to W&L and W&P students only, others by permission of the department.

**WRI 350/650**  
**Literature Seminar: Midnight Angels (3)**  
Students study the history of the Beat Generation with special attention to the writings of Allen Ginsberg, Jack Kerouac, Gregory Corso, William Burroughs, Diane di Prima, Amiri Baraka, Joanne Kyger, Lawrence Ferlinghetti, Bob Dylan, Anne Waldman, Philip Whalen, Alan Watts, Michael McClure, Gary Snyder and others. The class thoroughly investigates the provocative essence and force of Beat literature. Students write their own visions in the multiple forms of these singular and enduring writers. Open to W&L and W&P students only, others by permission of the department.

**WRI 356/656**  
**Literature Seminar: Points of Departure (3)**  
The course covers modern literary works either groundbreaking themselves, or intensely reflective of their moment. We read an expansive selection of texts. The majority of class time is spent discussing the current text, and there are four critical papers covering race and gender, as well as social and cultural breakthroughs. In addition, there are video presentations of selected works. Open to W&L and W&P students only, others by permission of the department.

**WRI 360**  
**Writing Poetry: Only the Narrow Present Is Alive (3)**  
We do weekly readings in poetry and poetics and consult the poets’ voices in the Kerouac School audio archive. Our choice of source materials depends on our collective background, needs and inclinations. These materials inform our weekly writings. Is the poem given by the world, or is the world given by the poem? Find out. Open to W&L students only, others by permission of the department.

**WRI 363**  
**Reading and Writing: Literatures of Exile and Diaspora (3)**  
An opportunity to engage with fiction, poetry and critical texts regarding exile and diaspora, with an emphasis on the mid-twentieth century to the present time. Thematic enquiries through reading and writing engage the relationship of characters and subjects to national and regional space, terrain and borderlands, as well as questions of displacement and belonging. Aesthetic enquiries on what happens to language and the intactness (or not) of form in literatures engage a continuum of voluntary and involuntary trajectories. Readings and research provide a political, historical and cultural context for literary work covered. As writers, students create work that engage and extend the themes and aesthetics of the reading assignments.

**WRI 364**  
**Reading and Writing: Passage in Prose (3)**  
Marking passage from childhood to adulthood provides great fodder for fiction. Often, the initiation involves a journey from home, a sexual awakening or very simply, a recognition that a larger world exists beyond that of the child’s. Using childhood memory as a springboard for fiction, we write and explore coming of age stories, using as guides works by writers like Joyce, Morrison, Hurston and Kingston. Open to W&L students only, others by permission of the department.

**WRI 365**  
**Reading and Writing: Experimental Women Writers (3)**  
Experimental women writers question the role of gender in poetic practice, while challenging the idea of “feminine” forms and, in the words of Lyn Hejinian, “rejecting closure.” This course examines women writers such as Rosemarie Waldrop and Hejinian, and how they investigate the margins of their condition while participating in the center of the poetic. We explore language and meaning; the nature of subjectivity, persona, and self; as well as the feminine, the body, and community. All genders welcome.

**WRI 367W/608W**  
**Writer’s Practicum: Designing a Writing Workshop (2)**  
This professional training practicum instructs writing students in the skills necessary for conceiving, organizing and teaching writing workshops on two levels: public schools and colleges. The course covers the goals and methods of creating a syllabus and course description, recognition and evaluation of student writing abilities, and relating the writing workshop to existing curriculum. Techniques for working within school systems is stressed, along with how to stay happy and productive as a writer. Students design and submit two syllabi. Open to W&L and W&P students only, others by permission of the department.
WRI 370
Writing Poetry: When the Mode of the Music Changes (3)
Some trends in twentieth-century poetics reflected the crisis in subjectivity addressed contemporaneously in philosophy and the social sciences. If subjectivity consists only in its iterations, who or what is the poetic subject? Is a new poetics a new politics? This course aims to broaden our writerly and critical skills through discussions of our poems informed by readings in modern and contemporary poetry, poetics, literary theory and linguistics.

WRI 375
Writing Poetry: Wild Form (3)
Jack Kerouac coined the term “wild form” to refer to poems that emerge from spontaneous, unbridled states of mind. This course extends the implications by examining poetry’s relationship to archaic or primitive thought, and to the self-regulating ecosystems of wild nature. We write poetry weekly, exploring perception, intuition, clear vocabulary, and forms free of pre-set assumptions. We examine ancient poetries as well as the vocabulary of modern poetics, in order to enrich each other’s poems.

WRI 377/677/677e
Trends in Contemporary Literature: Introduction to Critical Theory (3)
The class aims at developing our understanding of basic issues in contemporary literary theory. Readings are taken from continental philosophy, anthropology, linguistics, literary criticism, psychoanalytic theory, and gender and ethnic studies. The class is recommended for students who intend to take Feminist Theory in the spring semester. Open to W&L and W&P students only, others by permission of the department.

WRI 380/722
Eco-Lit (3)
Eco means house: our larger house has come to be the whole global ecology, in detail. Students study and write poetry and prose, as well as unclassifiable experiments and collaborations that tend to direct attention to surroundings, especially “nature.” Great range of authors, from Thoreau to Annie Dillard, Orpingalik the Inuit songster to Rachel Carson and Stephen Jay Gould, Mba Shole to Gary Snyder. We try to discover/invent new ways of representing nature’s rich variety in language. Open to W&L and W&P students; others by permission of the department.

WRI 382/602
Letterpress Printing: The Well Dressed Word (3)
This course introduces students to letterpress printing using the facilities in the Harry Smith Print Shop. Students are instructed in basic techniques as well as in the proper use of materials. Students also learn about basic design principles and the history and aesthetics of fine printing. Course requirements include working on a letterpress-printed project, weekly readings and some written assignments, and participation in group critiques and tasks. Open to W&L and W&P students only, others by permission of the department. Materials fee.

WRI 383/603
Letterpress Printing: First Impressions (3)
As writers, the practice of setting movable type and printing texts by hand is an invaluable aesthetic and practical resource. This class explores letterpress printing from the writer’s point of view, bringing literary considerations to those of typography, bookmaking, visual design and layout. As writers/printers, students investigate the letterpress possibilities for poetry and fiction through the production of broadsides, postcards and a limited-edition chapbook. Open to W&L and W&P students only, others by permission of the department. Materials fee.

WRI 385
Reading and Writing: Close Readings in Surrealism and Dada (3)
An introduction to the basic premises of Surrealism and Dadaism. This course excavates these influential literary movements through close readings of significant, albeit often neglected, practitioners, such as Aime Cesaire, Leonora Carrington, Remedios Varo and Else von Freytag-Loringhoven. The course includes an orientation to the ideas of Surrealism and Dadaism with close attention to how these ideas were interpreted and exploited by a variety of artists, especially in relation to how these movements moved from a centralized European and masculinist orientation. Students are given the opportunity to try out Surrealist and Dadaist artistic projects and evaluate the relevance of these movements to the 21st century.

WRI 386
Writing Prose: Narrative and Architecture (3)
Architectural form and aesthetics is our resource as we develop different kinds of spaces in our writing and imagine the movements/passages/thresholds that bring those spaces to life. How can we envision narrative space and structure as a site of unfolding and transformation? What is an architecture of loss or desire but also, how can we make an architecture to have encounters we have never had before? This class focuses on workshop prose works, but also develops a language, through diverse, short readings, with which to speak about the construction of original spaces and the extension of existing ones. Open to W&L students only, others by permission of the department.

WRI 400
Poetry Workshop: Extending Your Voice (3)
This workshop focuses on creating a poem of extended length. Drawing inspiration from poets working in the long or series poem form, students work with various texts including historical, cultural and contemporary. Sections
of the selected works are read aloud in class to facilitate experimental writing exercises. These provide material to draw from for the weekly assignments that become the student’s longer work. Informed by the works studied, students research a topic and incorporate in-class writing, assignments and discussion to create their own version of an extended poem. A final portfolio of the completed manuscript is required. Open to W&L students only, others by permission of the department.

**WRI 407**

**Reading and Writing: Currency of the New Millennium (3)**

Currency: a medium of exchange; the quality or state of belonging to the present time. This course examines the currency of young experimental poets in the new millennium. We develop lines of inquiry while focusing on books published after the year 2000: What do these writers value? How do they negotiate form, meaning and the role of the author? What are their influences? How do they push beyond them? And how does this affect you as a writer in the 21st century? Because these are recent books, you will be among the first to write about these texts, forging a space for yourself in the critical world. The culmination is an analytic paper as well as a final manuscript of poetry.

**WRI 408**

**Literature Seminar: Beatnik 101 (3)**

An interdisciplinary introduction to Naropa lineages and American culture. Novelists/memoirists W.S. Burroughs, Joyce Johnson, Jack Kerouac; poets Diane DiPrima, Ginsberg, Corso; artists Joan Brown and Bruce Conner art & films are the artistic focus. Steven Taylor’s punk music memoir *False Prophets* updates artistic strategies for survival by both men and women in America’s sociopolitical climate re 1950s through the 1990s. Social class and gender are covered. Students keep a folder of poetry/prose assignments and write a research essay. Techniques for character & narrative development in fiction, poetry and nonfiction are stressed. Open to W&L students only, others by permission of the department.

**WRI 410**

**Writing Poetry: Writing the Poems (3)**

This is a workshop, i.e. a place of production, where constructive advice on, and criticism of, the works produced by the participants is given both by the instructor and the participants themselves. While producing new and original work, the participants acquire a sense of how to talk about their own, and others’, poetic writings. Materials include poetry and considerations of poetry, and we look at and discuss the work of both modern and postmodern authors along with participants’ writing. Open to W&L students only, others by permission of the department.

**WRI 412W/612W**

**Poetry Practicum (1)**

**WRI 419**

**Reading and Writing: Exploring Your Source (3)**

Concentrating on the radically divergent poetics of several poets/writers culled from a wide swath of history, class work includes reading and discussion of both selected and critical texts, research on the lives of the writers and writing our own works inspired and informed by these discoveries. Participation involves investigation into and discourse on the importance of each writer’s life situation, cultural milieu, literary genre, historical context, geography and place among his or her contemporaries. By exploring the works of these writers in conjunction with and in relation to their biographical particulars, students develop their own independent writing methods and the skills to respond fully as poets creating in their own historical consequence.

**WRI 428**

**Writing Fiction (3)**

**WRI 429/739**

**Contemplative Poetics (3)**

This course explores writing as a contemplative practice joining mindful attention with imaginative letting-go. We explore the meeting of Buddhist and Asian meditative and aesthetic traditions with examples of the poetics of the U.S. and European literary tradition, and the particular way in which their meeting took place at Naropa University. Reading emphasizes modern and contemporary U.S. poetics and the teachings of Chögyam Trungpa Rinpoche, and others on dharma art and contemplative poetics. Course work includes substantial sitting meditation, reading and discussion, and weekly creative writing exercises. Open to W&L and W&P students only, others by permission of the department.

**WRI 431/725**

**The Art of the Essay (3)**

“Myself,” said Montaigne, “am the groundwork of my book.” An essay is a foray into such groundwork to produce personal or formal inquiries and assessments of any given topic, whether about hunting elephants, the death of a moth or about girls in Des Moines. In this course we both read and write short prose works encompassing autobiography, memoir, travel sketches and book reviews, demystifying and engaging a process that produces provocative and entertaining literature. Writers we look at may include Didion, Orwell, Baldwin and Woolf. Open to W&L and W&P students only, others by permission of the department.
WRI 433/633
Literature Seminar: Tracks Along the Left Coast (3)
West Coast writings, particularly those of California, of the twentieth century. A look at Pacific Rim culture, its unique geographic situation, Native American background and the mix of Hispanic, Asian, Anglo and African American settlers. Then to focus on three distinct but overlapping literary scenes: San Francisco Renaissance, West Coast Beat and Language poetry. Bay Area arts hold a distinct flavor—jazz, rock, Zen, Gnosticism, letterpress printing, camp and collage. Readings include Indian song, haiku by Japanese American internees of WW II detention camps and writers de Angulo, Snyder, Scalapino, Helen Adam, Duncan, Hejinian, Mackey. Each student writes three papers and makes one classroom presentation. Open to W&L and W&P students only, others by permission of the department.

WRI 436/736/736e
Trends in Contemporary Literature: Introduction to Feminist Theory (3)
Is it possible for a woman to be? Is femininity definable? What have been the consequences of variously addressing these questions? What has been the impact of psychoanalytic theory, linguistics, critical theory and cultural studies on feminist thought? And what impact has feminist theory had in the academy, the literary arts and popular culture? The course examines these and related questions through reading and discussing a few dead white males and the works of, among others, Goldman, Beauvoir, Irigaray, Kristeva and Butler. Open to W&L and W&P students only, others by permission of the department.

WRI 443/629
Practice of Translation (3)
This is a workshop based on the idea that “translation” equals “transformation.” How do the choices we make in vocabulary, style, conceptual approach, when we write anything at all, “translate our thoughts into words,” affect the result? How do we know that the literature in translation is an accurate reflection of the original? Can translated literature ever reach the aesthetic and emotional immediacy of texts we are able to read in their original (or “our”) language? These are some of the questions we examine while also attempting to create our own translations. Open to W&L and W&P students only, others by permission of the department.

WRI 446
Reading and Writing: American Beauty (3)
This workshop is for those who want to write better. The student’s prose is the focus for half of each workshop. To improve awareness and provide subject matter, we examine social class in American fiction. Drawing on such authors as Lorrie Moore, Charles Bukowski, Grace Paley, Richard Brautigan, Ray Carver, Jhumpa Lahiri, A.M. Homes and others, the course demonstrates how race, gender and age impact the writer; his/her works and class. The American social lie of a classless society undergoes loving scrutiny and high hilarity. Open to W&L students, other by permission of the department.

WRI 450/750
Literature Seminar: Radical Prosody (3)
Prosody is the study of verse structure through its phonic, rhythmic and semantic elements. Syllable and sound, syntax and grammar; form and meaning all interact within the weave of poetic “making.” In this course we begin to see and feel the ways in which poetry written in English has gone about patterning linguistic elements and artfully drawing attention to imaginative rhythmic expression. We track the most important prosodic innovations that have revolutionized poetic form and content over the past five hundred years in British and American poetry. Requirements include response papers and a substantial final paper. Open to W&L majors and MFA W&P students only, others by permission of the department.

WRI 475
BA Final Manuscript and Thesis Course (3)
As the culminating graduation requirement of the W&P department, each candidate must complete a manuscript of creative work (25–30 pages) representing the best of their workshop writing at Naropa and a critical thesis, a work of original scholarly research (15–20 pages). This course serves as a workshop for these final projects, with special attention to the critical thesis, offering structure and critique for its planning, drafting and revisions. Open to W&L students in their final semester.

WRI 481/781
Project Outreach (2–3)
This course sends students into local schools, retirement homes, shelters, at-risk youth groups, etc., to lead creative writing sessions. A portion of the weekly class times occurs in these community settings. Field logistics, practice writing experiences, teaching techniques and field experiences are discussed. Students act as literary activists, teaching and lending inspiration in the “real world.” Open to W&L and W&P students, also to others by permission of the department.

WRI 600e
Literature Seminar: Midnight Angels (3)
This course covers the history of the Beat Generation with special emphasis on the writings the writers this phenomenal era produced. Students use as models Allen Ginsberg, Jack Kerouac, Gregory Corso, William Burroughs, Neal Cassady, Peter Orlovsky, Diane Di Prima, John Wieners, Amiri Baraka, Joanne Kyger, Lawrence Ferlinghetti, Lew Welch, Lenore Kandel, Philip Whalen, Bob Kaufman, Michael McClure, Gary Snyder and others. Students come to understand the provocative nature and durability of Beat...
They write poems and short fiction, complete reading assignments, participate in discussions, write in-class assignments and critique other students' work.

**WRI 602**
Letterpress Printing: The Well Dressed Word (3)
See course description for WRI 382.

**WRI 603**
Letterpress Printing: First Impressions (3)
See course description for WRI 383.

**WRI 608W**
Writer's Practicum: Designing a Writing Workshop (2)
See course description for WRI 367W.

**WRI 610B**
Practice of Poetry: Lyf So Short, Craft So Long (3)
We improvise after reading poems chosen on the basis of features that recommend them as models of particular types of verse form and content. The emphasis in this workshop is the exploration of ways in which speech may be torqued by the line and marked features in language to excite and disturb sound and meaning. Readings are varied and cover a wide range of forms, from traditional ballad to poet's plays and irregular serial forms. A sourcebook of contemporary and historical poems is our text. Readings and creative work based upon them are assigned each week. Open to W&P students only.

**WRI 612W**
Poetry Practicum (1)

**WRI 614**
Creative Reading and Writing: Memoir/Anti-Memoir (3)
In this course we read contemporary memoir: memoir as method of traveling between representations of the self, autobiography that veers from confessionalism, documents that take as their subject the complications of the body (an I) negotiating with a history or family (you are). In our own writing, we try to write an I that is both a conversation with assigned texts and a method to dissolve the assumptions about the making of a self on paper. Open to MFA W&P students only, others by permission of the department.

**WRI 618**
Practice of Poetry: Migrant Metaphors (3)
The page as territory and the problem of entry/re-entry. In this class, we invent a language to speak about passage: How will we cross into the world we've yet to write? How does a line embody the kind of travel that's not certain? What really happens at a border site, and how can we translate that "event" to the activity of writing? What will you carry with you, writing? This is an effort both transparent (decaying photographs) and solid (objects confiscated in airports): the work of transit. Central to this work: the poetry workshop, augmented by poetics discussions and the occasional experiment. Open to W&P students only.

**WRI 619**
Practice of Fiction: Narration/Transition (3)
TRANSITION is the carrying agent within prose. It gets the story and the protagonist elsewhere in time and geography. Sometimes it is foreshadowed, as if one hears music before entering the room, sometimes it hovers like an aftertaste. But it is ALWAYS significantly linked with the tempo and moving of the story line. In this class, we do exercises in and out of class based on understanding assorted transitional modes. We also write stories in which the transitions are given in-depth attention. Open to MFA Prose students only, others by permission of department. Required reading is announced in the first class.

**WRI 620**
Practice of Poetry: Composition and Critique (3)
This class focuses on the participants' own poems, their intentions and realizations, triumphs, disappointments and creative mistakes. It also attempts to examine and clarify the traditions of which these poems partake, and we read texts pertinent to such an investigation. *All This Everyday* by Ted Berrigan and *Caws & Causeries: Around Poetry and Poets* by Anselm Hollo are required reading. Highly recommended is the anthology *Postmodern American Poetry*, edited by Paul Hoover. Open to W&P students only.

**WRI 621**
Practice of Fiction: Monologue/Characterization (3)
Arriving at character is one of the skills a writer must gain. The commonplace speaking voice that delineates character and determines character development is the basis for the writing in class. Monologues are a classic learning mode for characterization. Students read writing by writers/performers including Alan Bennett, Eric Bogosian, Whoopi Goldberg and others. The focus is not the dramatic/playwriting aspect but the character/voice speaking itself onto paper. Open to MFA W&P students only.

**WRI 623**
Creative Reading and Writing: Writing with Shakespeare (3)
In this reading and writing course, students read a selection of the poems and plays of William Shakespeare while keeping an ongoing dialogic writing project going throughout the semester: This project can take any number of possible forms and styles, and can pick up on infinite clues, character facets and dramatic-linguistic stimuli as it grows. Plays include *Antony and Cleopatra*, *Macbeth*, *Pericles*, *Twelfth Night*, *King Lear* and *Cymbeline*. Poems include "Venus and Adonis," "The Phoenix and the Turtle" and a selection of sonnets. Open to W&P students only.
WRI 625/625e
Creative Reading and Writing: Dramatic Measures (3)
For prose writers who want to achieve familiarity with dramatic structure, and for dramatists looking to infuse more lyricism into their work. The course explores the singular demands of dramatic writing; determining the form in which a story can be most effectively presented. Revealing character through action and the dynamics of dialogue, as well as what constitutes a scene. There are five weeks devoted to writing for the stage and ten weeks on writing for the screen. At the end of the course, each writer possesses a much stronger command of their craft. Open to W&P students only. WRI 625e is open to MFA Creative Writing students only.

WRI 629
Practice of Translation (3)
See course description for WRI 443.

WRI 632/632e
Literature Seminar: The Feeling Tone (3)
The Feeling Tone involves reading and writing about the work of exceptional writers working in different genres: poetry, fiction, memoir and hybrid writing. We discuss writing, approaches to writing, and what the writer is capable of disclosing in the individual mode. We read the literature as writers examining other writers in order to consider how tone is achieved and to investigate how techniques used in writing can be brought to our own work. Students write critical papers, undertake creative writing exercises and participate in discussions. WRI 632 is open to MFA W&P students only. WRI 632e is open to MFA Creative Writing students only.

WRI 633
Literature Seminar: Tracks Along the West Coast (3)
See course description for WRI 433.

WRI 634e
Literature Seminar: One’s Own Language (3)
We work with the basic elements of language: sound, vowels and consonants, letters, syllables, words and etymologies, symbols, translation, rhyme and meter. We explore issues such as how to locate the self in the poetry of one’s adult life. Through a structured journey, we navigate from A through Z of One’s Own Language. Elements such as dialogue, harmony and myth are included. Also rhetoric, speech and voice. We call upon the collective wisdom of the canon of world poetry. Open to MFA Creative Writing students only.

WRI 637e
Practice of Fiction: Characterization/Monologue (3)
The speaking voice and the telling moment are the basis for the writing that students do in this online class. We work on creating and presenting characters, using the monologue format. Improvisation and exercises are directed toward arriving at text. We read or watch performances on videotape by writers/performers who excel at creating characters on paper. The focus throughout is to move from the voice onto the page. Ultimately, the principle focus is the creation of characters who prove their reality by telling their own story or revealing their true essence through speech.

WRI 639e
Practice of Poetry: Great Companions (3)
The focus of this workshop is poetic lineage, imitation and influence. We look at specific examples (Allen Ginsberg and William Blake, Frank O’Hara, Bernadette Mayer, etc.), as a starting point for discussions. Our goal for the semester is to focus on student poetry as much as possible. We also introduce the ideas of lineage and influence in poetry, and trace lineages in one’s own work, and give students an opportunity to present their own work to the class for discussion. Another objective is to make use of electronic sources as a way of keeping up with current trends in poetry. Open to MFA Creative Writing students only.

WRI 640
Literature Seminar: Women Writers, Open Texts (3)
See course description for WRI 340.

WRI 641e
Practice of Fiction: Sculpting Prose (3)
This course explores the demands of narrative writing. We examine the overall structure of the work we create, focusing on beginnings, endings and effective development. Sculpting Prose functions as an online workshop. Work is generated, assessed and revised with the goal of realizing material that has been honed to its most effective degree. The paramount focus is on the writing itself. Open to MFA Creative Writing students only.

WRI 643W
Poetry Practicum (1)
See course description for WRI 343W.

WRI 647
Literature Seminar: Kerouac’s Road (3)
See course description for WRI 347.

WRI 649
Literature Seminar: Classic Modernism (3)
See course description for WRI 349.

WRI 650
Literature Seminar: Midnight Angels (3)
See course description for WRI 350.

WRI 656
Literature Seminar: Points of Departure (3)
See course description for WRI 356.
WRI 660A
Practice of Poetry: Nature Poetry for the 21st Century
Natural history, Endangered Species Act, eco-poetics, bioregionalism. “The death of nature,” “The end of wilderness.” These should produce poetry in step with the premises of projective verse, field poetics, chance operation, dreamwork, chaos theory—the postmodern discoveries—right? Then why does most nature poetry look so straight, fusty and antiquarian? We meet in a workshop situation and see how poetry might respond to current thought about metabolism, food chains and the intertwined structures of human and animal psyches. Thirty thousand years ago the artists of Chauvet cave made a cultural breakthrough by responding to the megafauna of Eurasia. What now? Open to MFA W&P students only; others by permission of the department.

WRI 660B
Practice of Poetry: The Prose Poem (3)
In this workshop we read and write prose poems. The prose poem is defined by its length of a quarter page to two pages, its absence of line breaks and the poetic qualities of its prose, including the use of scenic imagery, narrative disruption and compressed, irregularly rhythmic syntax. The narrative of a prose poem is often compared to that in dreams, involving sudden shifts of development and evocative tonal and atmospheric shading. Authors include Charles Baudelaire, Arthur Rimbaud, Max Jacob, Gertrude Stein, Bernadette Mayer; Rosemarie Waldrop, Lisa Jarnot, Michael Friedman and others. Open to MFA W&P students only.

WRI 664
Practice of Poetry: The Poetic Journal (3)
A writing workshop. Participants keep daily entries of thoughts, experimental writing, observation, conversation, readings, dreams and study. Readings in an array of chronicles: Japanese writers including Basho, Sei Shonagon and Masaoka Shiki; contemporary Americans who have published poetic journals: Joanne Kyger; Hannah Weiner; Lorine Niedecker; Gary Snyder and others. Questions: What makes a journal shapely? How have others composed cross-genre work on the edge of poetry, essay, fiction and autobiography? What does it mean to write with Time as the key element? Is revision of journal entries a crime or a necessity? Participants submit an edited final project of twenty pages, with an introduction. Open to MFA W&P students only.

WRI 667e
Creative Reading and Writing: Inspired by Inspiration (3)
The focus of this class is to write using the study of the work of five international and five American women poets. The poets included come from extremely divergent situations and geographies and work in styles substantially different from one another. We look at each poet’s bio and discuss how it is reflected in their poetics as a starting point to understanding the poet’s work. The students study the poems and consider how they can expand their own work by using the genre and direction of the poet upon whom we are focused. Open to MFA Creative Writing students only.

WRI 668e
Practice of Fiction: Toward Accumulating a Larger Text (3)
The focus of this class is on accruing, through episodes and exercises, the first draft of a larger text, a novel or novella. The work begins in this class and moves through outlines and specifics toward the first draft of a book length manuscript. Note: we will not be working with novels you may already have in progress. It is essential that everyone in the class be working simultaneously with the same specific underlying principles. Required books will be on the syllabus and announced at the first class.

WRI 669e
Creative Reading and Writing: Collaborations, Crossings and Collisions (3)
What happens when you open up your work to another mind, or two or three? We explore possibilities for collaborations between writer and writer; visual artist, musician, dancer; filmmaker; set-designer; the possibilities are endless. Through examining collaborations by contemporary writers, we explore collaboration theory and practice in order to apply it to our own work. In addition to exploring various forms of collaboration with classmates, each student embarks on a project in their home community. With a member of the community, the student engages in a collaboration of his or her choice, culminating in a public and class presentation during the final two weeks of the semester. Open to MFA Creative Writing students only.

WRI 670
Practice of Poetry: Word for Word, Line by Line (3)
While this workshop focuses on the participants’ own poems, it also attempts to examine and clarify the traditions of which these poems partake, and to that end we read texts by practicing poets who have written about their work and the work of others in useful ways. These include All This Everyday by Ted Berrigan, Other Traditions by John Ashbery and selections from the critical writings of William Carlos Williams, Robert Creeley, Charles Bernstein and others. Open to MFA W&P students only.

WRI 671
Practice of Fiction: Building Blocks (3)
This course concentrates on short works/passages from various authors and/or short video segments for assignments on specific skills: dialogue, characterization, scene work, narration and point of view during the first half of every class. For the second half, students bring their writing for comments and/or critiques. Work by Alice Munro, Quentin Tarrantino, Lorrie Moore, David Mamet, Amy Hempill, Jhumpa Lahiri and others may be used. Editorial and professional career skills are taught. Written
critical feedback is required from students and instructor on student writing. Goals: Get past second drafts; 35 pp. or 1/3 of your final MS. Recommended for first semester students. Open to MFA W&P students only.

**WRI 673**  
Creative Reading and Writing: Food as Metaphor (3)  
So much depends upon dinner, either the lack of it or its inclusion. Food brings characters around a table. In fiction, Virginia Woolf has rhapsodized about pyramids of fruit, as has Joyce about hot potatoes. We write stories incorporating food in some manner, as a metaphor and as a catalyst for action. Writers we look at may include Hemingway, Stein, Colwin and Fisher. Open to MFA W&P students only, others by permission of the department.

**WRI 675**  
Creative Reading and Writing: Memory and Matter (3)  
In this class, we make enquiries into the ways that we hold, process and capture memory—neurologically, physically and/or as technologies that happen outside of the body. We also look at models of memory in which memory has failed, biologically and culturally. How do we recover memory? How do we generate memory within a community? Developing our questions, we write documents that engage them. (What is a document?) The class alternates between readings, research projects and workshops.

**WRI 677/677e**  
Trends in Contemporary Literature: Introduction to Critical Theory (3)  
See course description for WRI 377.

**WRI 680e**  
Mind Moving (3)  
Mind Moving explores contemplative practices in prose and poetry. Journals, experimental verbal collages, montages and works with multiple points of view are investigated, as is the compassionate characterization used by prose writers. The Buddhist appropriations and assimilations of 20th century experimental writers are primary; the course also covers relevant Buddhist and cultural history connected to these writers. Critical responses and artistic portfolio will be required. Guided meditation is provided. This course fulfills the contemplative requirement. Open to MFA Creative Writing students only.

**WRI 688e**  
Literature Seminar: Kerouac’s Road (3)  
In this class, we examine selected, primary texts of Kerouac’s narrative canon (what he called the Vanity of Duluoz), as well as his first novel; plus primary critical and personal biographies and oral history. His letters and journals are also included. Through these varied filters we come to a better understanding of his compositional techniques, spiritual and emotional make-up, and ultimately Kerouac’s place in the context of his time and in the gallery of American letters. We probe beyond the myth of the namesake of the Kerouac School, until he reveals himself through his multidimensional life and work.

**WRI 700**  
Writing Pedagogy Seminar: Composition and Writing Center Theory (3)  
This seminar is required of graduate students selected to staff the Naropa Writing Center. In this course, we study composition and writing center theory and develop techniques to put that theory into practice through hands-on work with papers. We approach consulting from a multisensory perspective, designed to activate the learning process through engaged reading and writing. The course also focuses on the particular needs of our center by introducing strategies for curriculum development and principles of Writing Across the Curriculum. Successful completion of this course enables Writing Fellows to continue staffing the center in the spring and throughout their graduate program if they maintain their level of commitment.

**WRI 702W**  
Poetry Practicum: Small Press (1)  
See course description for WRI 326W.

**WRI 710**  
Practice of Poetry: Your Works (3)  
This writing workshop focuses on the participants’ own poems, their intentions and realizations, triumphs, disappointments and creative mistakes. We bear in mind John Ashbery’s remark: “It’s rather hard to be a good artist and also be able to explain intelligently what your art is about. In fact, the worse your art is, the easier it is to talk about it. At least, I’d like to think so.” Open to MFA W&P students only.

**WRI 715**  
Practice of Poetry: Poetry Workshop (3)  
An exploration and practice of communities of writing and how emphases and concerns overlap or diverge from one community of writers to another. This course builds a support and challenging community in which writers can further develop their poetry. It also explores the larger context in which contemporary US poetry functions, and offers an opportunity to practice entering that context through the process of refining the individual’s own poetics and learning to assemble a coherent manuscript.

**WRI 718**  
Literature Seminar: The Cantos of Ezra Pound (3)  
“All times are contemporaneous in the mind.” Like no other poem before or after, The Cantos has followed this thought as a beacon. The class studies what critic Hugh Kenner calls “the Pound era,” including its literary movements of Imagism and Vorticism and those writers in dialogue with whom Pound developed his verse: H.D., William Carlos...
Williams, W. B. Yeats, Marianne Moore. Then to ancestral presences: troubadours of Provence, lyre players of Greece, poet-exiles of Tang Dynasty China, dancers of Japanese Noh. With Homer and Dante as guides, we set sail through time and space, visiting the planet’s verse traditions, the politics, the economics, reading the entire *Cantos* and a great deal of Pound’s prose. Please bring a copy of the *Cantos* to the first class. Open to W&P students only.

**WRI 720**  
Practice of Prose: Experimental Prose (3)  
An engagement of contemporary developments in experimental prose writing, focusing on contemporary experimental prose writing in North America since 1985, with an emphasis on nonnormative plot, style and language elements that draw on other disciplines for their structural emphasis. This class requires students to write experimental prose works or sections of longer narratives in progress, along with completing appropriate exercises and reading assignments.

**WRI 722**  
Eco-Lit (3)  
See course description for WRI 380.

**WRI 723**  
Practice of Prose: Creative Nonfiction (3)  
Engages students in writing creative nonfiction, that is, nonfiction that engages craft elements from other genres to produce work on a continuum from the personal essay, travel journalism, to book reviews. Experiments, discussions and workshops engage contemporary developments in creative nonfiction, with the opportunity to work in short prose forms or to produce a sustained narrative.

**WRI 725**  
The Art of the Essay (3)  
See course description for WRI 431.

**WRI 731**  
Creative Reading and Writing: Sequences (3)  
Sequences studies how to build longer works. We read, analyze and discuss books that have issues, problems and solutions in structural composition: Fitzgerald, Brautigan, Acker, Erdich, Gaitskill and Dagoberto Gilb and others may be considered. From nonnarrative, noncharacter-driven Japanese renku, we proceed through modernist to postmodernist to tribal solutions for serial, character-based or experimental works. Two editorial assignments of entire books are required, and marketable professional career skills stressed. Students write, revise and/or complete 65 pages of work. Recommended for third semester students to prepare for their manuscript/thesis semester. Open to MFA W&P students only.

**WRI 736/736e**  
Trends in Contemporary Literature: Introduction to Feminist Theory (3)  
See course description for WRI 436.

**WRI 739**  
Contemplative Poetics (3)  
See course description for WRI 429.

**WRI 745W**  
Poetry Practicum: Haiku, Linked Verse and the Bioregion (1)  
See course description for WRI 335W.

**WRI 746W**  
Prose Practicum (1)  
See course description for WRI 336W.

**WRI 747W**  
Writer’s Practicum (1)  
See course description for WRI 337W.

**WRI 750**  
Literature Seminar: Radical Prosody (3)  
See course description for WRI 450.

**WRI 756**  
Mind Moving (3)  
Mind Moving explores contemplative practices in prose and poetry. Philip Whalen and Gary Snyder’s experimental verbal collages, montages and mobiles with multiple points of view are investigated along with the compassionate characterization used by prose writers. The Buddhist appropriations and assimilations of Whalen, Kerouac and Snyder’s early artistic processes are primary. Mind Moving covers relevant American Buddhist and cultural history connected to Whalen, Snyder and Kerouac’s art. A critical response essay and artistic portfolio required. Guided meditation is provided. This course serves for contemplative credit. Open to MFA W&P students only.

**WRI 760**  
Creative Reading and Writing: Bad Business: Noir n Nasty (3)  
Covers Noir mystery and crime novels and five Noir movies. The definition of a Noir story is this: Average Joe or Jane Doe gets in deep trouble and makes all the wrong choices in a corrupt and venial society. Common fictional problems of character, scene and narration are taught along with solutions. A professional training component covers Elmore Leonard crime novels with an in-depth look at the research he conducted via a documentary *Elmore Leonard Criminal Records*. Writers are not expected to write in the mystery genre. Every class devotes its second half to critiques of student writing in any genre. Critical responses cover technical issues of Noir.
WRI 762
Creative Reading and Writing: Literatures of Exile and Diaspora (3)
An opportunity to engage with fiction, poetry and critical texts regarding exile and diaspora. Readings and research provide a political, historical and cultural context for literary work covered. As writers, students create work that engage and extend the themes and aesthetics of the reading assignments.

WRI 763
Creative Reading and Writing: Notes on Architecture (3)
In this class, we read works inspired by the experience and imagining of architecture: the passage, the corridor, the underground tunnel, the corner of a city perpetually turning. How does architecture inspire writers to imagine narrative and poetic structures, whether virtual or real, and how can we, writing, enter into the space continually opening out from the one preceding it: or not—what is it like to enter a sequence of rooms that is already there, furnished by the previous occupant? Readings include Elizabeth Grosz's writings on architecture, as well as selections of contemporary and modernist poetry and prose. Open to MFA W&P students only.

WRI 765e
Practice of Fiction: Flash Fiction, Make It New (3)
The spirit of the experiment has been central to American literature. In this workshop on flash fiction, we examine some unusual structures and approaches for writing short-shorts. There are many techniques and approaches from poetry that can be applied to writing micro-fiction. We experiment with some of these.

WRI 768
Literature Seminar: William Blake (3)
Students read a wide selection of works from Blake's vast oeuvre, including the Songs of Innocence and Experience, the Book of Thel, Visions of the Daughters of Albion, America, Europe, the Four Zoas and Milton. These include the "illuminated works" engraved and painted on copper plates, which are explored. Students examine Blake's visionary poetics through a variety of interpretative analytics, from deconstruction to recent feminist, Marxian and psychoanalytic theory, including Buddhist Abhidharma psychology. Weekly response papers and a final research paper are required. Open to MFA W&P students only, others by permission of the department.

WRI 770
Practice of Poetry: Hybrid Forms (3)
Let's make our flour meal and meat in Georgia. Is that prose or poetry and why.—Gertrude Stein
It seems we're obsessed with labels—with naming texts and categorizing them. In "Narration: Lecture 2," Stein challenges traditional notions of poetry and prose. She asks, "does it really make any difference if you do or do not know. This." We examine writing that problematizes the binary and creates a simulacrum of conventional forms. We isolate the techniques and discuss the theories involved in pressing on the boundaries of genre—mixing and matching, cross-talking our way through. The culmination is a final manuscript of cross-genre, hybridized work. Open to MFA W&P students only.

WRI 771
Practice of Fiction: Postmodern Prose (3)
What is called postmodern is an old and honorable tradition: bringing active intelligence to shaping and perceiving forms which enhance and amplify the text and context of the piece being written. The form is significant to the 'adventure' that writing is, and to the mind's need for a more demanding structure. We work with texts that deal with a variety of approaches and we write a minimum of three stories based on models. There are also in-class exercises and assignments. Open to MFA W&P students only.

WRI 773
Creative Reading and Writing: Cross-Cultural Writing Practices (3)
This class focuses on transnational works to explore the ways in which writers who cross between the spaces of different cultures are (sometimes) also working towards transformations of deep structure in the writing. Does this happen as an action of form (how does form migrate?) or aesthetics (what kinds of complex choices are available to language when the body that speaks the language is no longer in the same place as the language itself?). How do figures in these works emerge/cross from one frame to another? These discussions develop a conversation about hybridity and transformation in your own work, which is work-shopped on alternate weeks. This class is open to any genre and authors we read include W.G. Sebald, Monica Ali and Kamau Brathwaite. Open to MFA W&P students only.

WRI 781
Project Outreach (2–3)
See course description for WRI 481.

WRI 785e
Practice of Fiction: Building Blocks (3)
Concentrates on short works/passages from various authors and/or view short video segments for assignments on specific skills: dialogue, characterization, scene work, narration and point of view during the first half of every class. For the second half of each class, students bring their writing for comments and/or critiques. Work by Alice Munro, Quentin Tarrantino, Lorrie Moore, David Mamet, Jhumpa Lahiri and others used. Critique skills are taught. Written critical feedback is required from students and instructor on student writing. Goals: Get past second drafts; 35 pp. or 1/3 of your final ms. Recommended for first semester students. Open to MFA Creative Writing students only.
**WRI 788e**
Creative Reading and Writing: The Art of Nonfiction (3)
Where does fact meet fiction, reportage meet poetry? In explorations that deepen our understanding of the possibilities for ourselves as nonfiction writers, we come together in workshops to write, read and discuss memoir, travel writing, nature writing, food writing, history, diaries, criticism and hybrid forms. We also consider how to assemble a nonfiction book proposal. Readings may include book-length and shorter works by Diana Athill, Alan Bennett, Truman Capote, Gerald Durrell and Edmund White, as well as selections from John D’Agata’s *Next American Essay*. Open to MFA Creative Writing students only.

**WRI 790e**
Creative Reading and Writing: Investigative Poetics (3)
Some possible investigations include whether one kind of engagement with the world is more authentic than another. What makes a poem “political,” and whether a political poem is determined by one’s level of engagement with the world. Some others involve writing poetry that (according to Amiel Alcalay) “pillages” from sources such as personal diaries, newspapers and official documents. Writing that wavers between overt and oblique states of mind, and between a direct commentary on reality and abstract experiences within language. Open to MFA Creative Writing students only.

**WRI 792e**
Book Matters: An Introduction to Publishing (3)
This course introduces the student of writing to the world of publishing. Led by an experienced book editor, and using readings, discussions and online appearances from industry professionals, it explores different types and genres of publishing, considers the roles of literary agents, booksellers and reviewers, and provides an overview of the main publishing processes and functions: editorial, production, design, sales, marketing, publicity and rights. We also develop practical skills in copy-editing and proofreading, write submission letters, compose press releases and plan marketing campaigns. Our aim is a deeper understanding of the culture of publishing.

**WRI 793/793e**
Special Topics in Writing and Poetics (3)
Study and analysis of selected literary and compositional issues and elements. Topics cover a wide range of subject matter and methods and vary from semester to semester. These may include, but not be limited to, works of literature, forms of composition, literary history, writing practice (including prose, poetry and translation), literary criticism, as well as film and media studies.
SUMMER WRITING PROGRAM

Chair, Artistic Director: Anne Waldman
Director: Lisa Birman
Finance and Registration Manager: Julie Kazimer
Events Manager: Daniel Staniforth
Previous Summer Writing Program Faculty have included: Keith Abbott, Irene Aebi, David Amram, Rae Armantrout, Will Christopher Baer; Amiri Baraka, Bill Berkson, Charles Bernstein, Mei-mei Berssenbrugge, Robin Blaser; Kamau Braithwaite, Rebecca Brown, Reed Bye, Lorna Dee Cervantes, Andrei Codrescu, Norma Cole, Jack Collom, Clark Coolidge, Cid Corman, Robert Creeley, Victor Hernandez Cruz, Maxine Chernoff, Beverly Dahlen, Samuel R. Delany, Diane di Prima, Rikki Ducornet, Rachel Blau DuPlessis, Clayton Eshleman, Kenward Elmslie, Thalia Field, Gloria Frym, Kathleen Fraser, Lawrence Ferlinghetti, Thomas Glave, Robert Glück, Barbara Guest, Bobbie Louise Hawkins, Lyn Hejinian, Fanny Howe, Anselm Hollo, Erica Hunt, Laird Hunt, Lisa Jarrott, Hettie Jones, Bhanu Kapil, Ken Kesey, Myung mi Kim, Joanne Kyger, Steve Lacy, Ann Lauterbach, Jonathan Lethem, Nathanial Mackey, Bernadette Mayer, Michael McClure, Harryette Mullen, Laura Mullen, Eileen Myles, Alice Notley, Michael Ondaatje, Simon Ortiz, Jen Osman, Alexis Pate, Julie Patton, Wang Ping, Carl Rakosi, Stephen Ratcliffe, Max Regan, Jerome Rothenberg, Sonia Sanchez, Ed Sanders, Selah Saterstrom, Leslie Scalapino, Andrew Schelling, Eleni Sikelianos, Ron Silliman, Gary Snyder; David Levi Strauss, Julianna Spahr; Steven Taylor; Lorenzo Thomas, Edwin Torres, Cecilia Vicuna, Alma Villanueva, Peter Warshall, Marjorie Welsh, Mac Wellman, Peter Lamborn Wilson, John Yau, Daisy Zamora

As political and ecological crises intensify across our planet, the writer’s role raises vital questions. Bard, “unacknowledged legislator,” prophet—or marginal wordmonger? The program provides three distinct forums that address these concerns: writing workshops directed by guest and resident faculty; lectures, readings and colloquia; and faculty-student conferences in which writings and ideas are discussed in face-to-face intimacy. The traditional roles of “teacher” and “student” are broken down as communication and learning flows between writer and writer.

The Summer Writing Program (SWP) is the birthplace of the Jack Kerouac School of Disembodied Poetics, founded in 1974 by Anne Waldman and the late Allen Ginsberg, with input from Diane di Prima. The Kerouac School is known and celebrated for its ongoing sense of comradeship among writers, teachers and students. In this program we examine movements in creative writing practice that have revolutionized “the word,” bringing it closer to the human body and the human voice. As performance of text includes the construction of elegant noncorporate books and broadsides, we also offer letterpress-printing classes each week.

“The artist’s job: to propel the century a few inches. Start now. Inquire.”
—Anne Waldman, after William Carlos Williams

The Summer Writing Program is a four-week convocation of students, poets, scholars, fiction writers, translators, performance artists, activists, Buddhist teachers, musicians, printers, editors and others working in small press publishing. In dialogue with renowned practitioners, students engage in the composition of poetry, prose fiction, cross-genre possibilities, inter-arts, translation and writing for performance. Participants work in daily contact with some of the most accomplished and notoriously provocative writers of our time, meeting individually and in small groups, so that both beginning and experienced writers find equal challenge in the program. The tradition emphasized is of the “Outrider” lineage, a heritage of powerful scholarship and counterpoetics that operates outside the normative academic mainstream.
Students are exposed to a broad range of contemporary writing and relevant topics. Visiting and resident writers lead workshops, give lectures and readings, and take part in panel discussions. The SWP has always been aligned with more experimental, open forms and practices of avant-garde postmodernist writing. Students taking the program for credit are encouraged and expected to explore the range of offerings beyond their academic semester concentrations. The program is designed to give students a sense of where they might begin to locate their own work and interests within the contemporary literary world.

Students sign up for one workshop each week, and their SWP passcard admits them to all other weekly events. Each week has a separate focus. Past weekly themes have included “The Scholarly Writer,” “Writing for Performance,” “Writing the Body,” “Cross-Language Studies and Translation,” “Politics of Identity,” “Feminism and Gender,” “Investigative Poetics,” “Black Mountain School,” “Eco-poetics,” “San Francisco Renaissance,” “The Outsider Lineage,” “Cultural Activism: Writing Under the New World Order,” “Meditative Poetics and the Poetics and Politics of Place,” “Lineage of the ‘New American Poetry’ and Beyond,” “Other Worlds: Language/Translation, Editing, New Pedagogies,” “Community/Performance/Hybrids/Collaboration” and “New Directions in Experimental Writing.”

Open to any interested participant, the Summer Writing Program is populated by students of many different backgrounds and interests. The Summer Writing Program may be taken for noncredit, undergraduate credit or graduate credit. Credit students will be given a list of academic requirements to fulfill, including attendance and final writing portfolios collected at the end of the program.

Options for Attendance
Credit and noncredit options are available.

Students Enrolled in Naropa University’s MFA in Writing & Poetics
The Summer Writing Program serves each year as a required third semester for Naropa’s MFA degree, complementing each year with an intensive summer learning experience. At the MFA level, the program consists of 8 graduate credits, at 2 credits per week, which cumulates in 16 total credits over two summers. Students are encouraged to take two four-week SWPs in order to complete their degree on time. Please check with your advisor if you plan on taking less than the full four weeks of any particular SWP. Matriculated MFA students preregister for the Summer Writing Program in the spring of each year. New MFA students entering in the summer will receive information from the Admissions Office about registering for the SWP.

Students Enrolled in Naropa’s Low-Residency MFA in Creative Writing
The Summer Writing Program also serves as a third semester; as well as fulfilling the annual residency component, for Naropa’s low-residency MFA degree. Sixteen total SWP credits (eight weeks) are required to complete the degree requirements. Due to the unique needs of low-residency MFA students, these 16 credits need not be taken in consecutive Summer Writing Programs, but may be spread over the course of the degree program. Naropa’s MFA Creative Writing students will preregister online for weekly courses and by email for weekly workshops in the spring of each year. New MFA students entering in the summer will receive information from the Admissions Office about registering for the SWP. Please contact the SWP finance and registration manager at 303-245-4600 for further details.

Students Enrolled in Naropa’s BA in Writing & Literature
Bachelor of Arts students matriculated in the Writing and Literature degree program are able to preregister for the Summer Writing Program in the spring of each year. While the SWP is not required for the BA writing program, students are strongly urged to take advantage of the opportunity to join the summer’s community of writers and artists. At the undergraduate level, the program is offered for 6 credits, at 1.5 credits per week. BA students may register for one, two, three or all four weeks of the program. These credits can be used to fulfill a 3-credit writing workshop requirement and a 3-credit literature seminar requirement. While incoming BA Writing and Literature students are not allowed to begin their degree program in the summer, they may elect to take the program for noncredit or as a non-degree-seeking academic credit student.

Students Enrolled at Naropa in Other Academic Departments
Naropa students pursuing degrees in other departments are also invited to join the writing community for one, two, three or all four weeks of the program. Undergraduate students receive 1.5 credits for each week attended and graduate students receive 2 credits per week. All credit students may preregister during the spring semester. Students enrolled in Naropa’s core program may use two weeks of the SWP to fulfill their Artistic Process requirement. Master’s-level students will need to apply and receive permission from the SWP Department prior to registering. Please contact the SWP finance and registration manager at 303-245-4600.
Students Enrolled at Other Colleges or Universities
Students enrolled in graduate or undergraduate programs at other colleges and universities may elect to attend the Summer Writing Program as non-degree-seeking academic credit students and receive academic credits that will transfer back to their school. Students apply to the program through the SWP and register by email in the spring. Students may register for one, two, three or all four weeks of the program. The total number of credits that can transfer varies according to each school. Applications are available at www.naropa.edu/swp.

Students Not Currently Enrolled at Other Schools
Students who are not currently enrolled in an academic program in any school may be eligible to take the Summer Writing Program for BA or MFA credit. These students must contact the SWP about admission.

Noncredit Students
Each summer, many students elect to attend the Summer Writing Program as noncredit participants. This is by far the least expensive option and noncredit students are entitled to attend almost all of the same classes, readings, panels, lectures and events as degree-seeking students. The noncredit option is available for one, two, three or all four weeks of the program, and noncredit students register through the mail using the registration forms in the SWP catalog. Noncredit registration forms and online registration are available at www.naropa.edu/swp. This option is popular with nontraditional students and prospective Naropa students who want to get a feel for the kind of writing being done here. It is not possible to attend the SWP as a noncredit student and then transfer the experience to academic credit at a later date.

Summer Writing Program Magazine
Each student attending the Summer Writing Program is invited to submit one to two pages of work for inclusion in the Summer Writing Program Magazine. Copies of this magazine are available through the SWP Office.

SWP Orientation
The Summer Writing Program holds orientation events during the week prior to the start of the program. While all students are welcome at orientation events, they may be of most interest to incoming MFA students. Incoming low-residency students may elect to complete an online orientation module, rather than attend the on-campus orientation. Attendance at certain orientation events is mandatory for in-residence students attending the SWP for credit. For more information about the events scheduled during orientation, contact the SWP at 303-245-4600.

SWP Scholarships
There are many scholarship opportunities for degree-seeking and non-degree-seeking Summer Writing Program students. Please see the Financial Aid section.

Extended Studies

Office of Academic Affairs: Gloria Nouel
Administrative Assistant: Jessica Bowser

Naropa University Extended Studies supports Naropa’s mission in the larger community by offering workshops, lectures, conferences, online courses and professional development programs. Programs include personal enrichment workshops, classes and lectures; professional development certificate and training programs; and online education distance learning. Offerings have been designed to meet the needs of working professionals, families and others who are interested in contemplative education.

Personal Enrichment
Extended Studies Personal Enrichment programs provide opportunities for the community to delve into Naropa’s unique contemplative environment, uncovering inner sources of creativity and wisdom. Past presenters include Coleman Barks, Michael Bernard Beckwith, Stanislav Grof, Thich Nhat Hanh, Father Thomas Keating, Daphne Rose Kingma, Stephen LaBerge, John Daido Loori Roshi, Marshall Rosenberg, Gabrielle Roth, Starhawk and Jai Uttal.

Professional Development
Professional Development at Extended Studies integrates innovative contemplative practices and professional education, offering training programs, certificate programs and professional conferences. Some courses are offered for continuing education credit (CEUs) and for graduate credit.

Professional trainings include:
• Wilderness Therapy
• Contemplative End of Life Caregiving, offering the Spiritual End of Life Care Training in cosponsorship with Rigpa Spiritual Care Program (low-residency program)
• The Authentic Leadership Certificate Program (low-residency program)

Conferences
Each year, major conferences, workshops and intensives bring together leaders in their respective fields to highlight the program offerings. Past conferences include:
• Ocean of Dharma: Chogyam Trungpa Rinpoche
• Buddhism and Psychotherapy Conference
• Buddhist-Christian Dialogues: Contemplation, Practice and the Crossroads of Spirit
• Contemplative End of Life and Elder Care Conference
• Wilderness Therapy Symposium
• Contemplative Education Conference
• Contemplation, Communication and Cultural Creatives: Essential Skills for Today’s Environmental Leaders
• The Spiritual Adventure: Bringing Heart and Wisdom into Everyday Life
• The Sacred Rhythms of Creativity: Transpersonal Psychology Conference
• A New Vision of Earth Activism
• The Third Annual Buddhism in America Conference
• Led by Spirit: Sustainable Business and Livelihood in the 21st Century
• Spirituality in the Arts
• The Hakomi Conference

For more information on Extended Studies programs, please call 303-245-4800 or visit www.naropa.edu/extend.

**Online Education: Low-Residency Graduate Degrees and Online Courses**

Naropa Online Education offers a variety of courses from the heart of its liberal arts curriculum, taught by Naropa faculty, translated and refined for delivery through state of the art Internet technology. Naropa online classes are offered for undergraduate and/or graduate credit, as well as noncredit. No on-campus meetings are required, and one need not be online at the same time as other students. The unique online courses incorporate streaming audio lectures, chat rooms, threaded discussion groups, multimedia, written lectures, local assignments and group projects and a dynamic online learning community. In addition to individual courses, the following low-residency graduate degrees are offered: Master of Fine Arts in Creative Writing; Master of Arts in Transpersonal Psychology; Master of Arts in Transpersonal Psychology with a concentration in Ecopsychology; and Master of Arts in Contemplative Education. Visit www.naropa.edu/distance for more information.
DISTINGUISHED FACULTY

The Sakyong Mipham Rinpoche
Religious Studies

Ven. Dzigchen Ponlop Rinpoche
Religious Studies
Ka Rabjampa, Nalanda Institute
Acharya Degree, Sanskrit University, Rumtek, Sikkim

RANKED FACULTY

Keith Abbott
Writing & Poetics
BA, San Francisco State
MA, Western Washington State

Wendy Allen
Somatic Counseling Psychology
BA, Connecticut College
MA, Naropa University
LPC, ADTR

Dale Asrael, Acharya
Transpersonal Counseling Psychology
BS, Northwestern University
Elementary, Secondary Education Certificates, Notre Dame University

Zoë Avstreih
Somatic Counseling Psychology
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MS, Hunter College
LPC, ADTR, ACS

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MA, The Naropa Institute
LPC

Silas Binkley
Environmental Studies
BA, Colorado State University
MA, University of Queensland

Deborah Bowman
Transpersonal Counseling Psychology
BA, University of Kansas
PhD, Union Institute

Richard C. Brown
Contemplative Education
BA, Knox College
MA, The Naropa Institute
Graduate Study, Earlham School of Religion
Certificate in Elementary Education, University of Denver

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Performing Arts
BFA, New York University
MFA, Naropa University

Susan Burggraf
Contemplative Psychology
BA, Rosemont College
MA, Bryn Mawr College
PhD, Bryn Mawr College

Wendell Beavers
Performing Arts
BA, Boston University

Suzanne Benally
Environmental Studies
BA, University of Colorado
MA, University of Colorado

Erika Berland
Performing Arts
Junior Burke  
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BFA, University of Illinois  
MFA, The Naropa Institute

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MA, University of Colorado  
PhD, University of Colorado

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MA, University of California, Los Angeles  
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Jane Carpenter  
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MA, The Naropa Institute

Lauren Casalino  
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LPC

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MEd, Colorado State University

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MDiv, Graduate Theological Union  
LPC

Carla Clements  
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MEd, Colorado State University  
PhD, University of Colorado

Carole L. Clements  
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MFA, Naropa University

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BA, Princeton University  
MTS, Harvard University  
PhD, Harvard University

John Davis  
*Transpersonal Counseling Psychology*  
BA, Wake Forest University  
MA, University of Colorado  
PhD, University of Colorado

Barbara Dilley  
*Performing Arts*  
BA, Mount Holyoke College

Roger Dorris  
*Religious Studies*  
AAS, BA, Metropolitan State College of Denver  
MA, The Naropa Institute  
PhD, Union Institute

Sherry Ellms  
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MA, Naropa University  
Elementary and Secondary Education Certificate

Bataan Faigao  
*Traditional Eastern Arts*  
BA, University of San Carlos (Philippines)  
MA, New York University  
MFA, Naropa University

Janet Feder  
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Gaylon Ferguson, Acharya  
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MFA, University of Iowa

Jessica Giles
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PhD, University of California, San Diego

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PhD, University of Oregon

Tenpa Gyaltsen, Lama and Acharya
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Ka Rabjampa, Nalanda Institute

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Religious Studies
BA, Naropa University

Alan Hartway, Fr.
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MFA, Claremont Graduate University
MFA, California Institute of the Arts

Anselm Hollo
Writing & Poetics
University of Helsinki, Institute of Tubingen

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PhD, Union Institute

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MA, Brandeis University

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MA, Naropa University

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