At The Naropa Institute, the process of how we learn is our main concern. Learning is not a fixed experience. It requires us to be open to our world and to meet reality without prejudice or distortion.

Bringing together the disciplines of the classroom with personal awareness is a lively and demanding experience. Once this process is perceived and has become a part of us, our capacity to learn expands throughout our lives. Our insight and intellect can then connect with all aspects of our culture and its traditions, as well as with the present moment. This brings us the power to be truly human and to act with warmth and dignity in the world.

Barbara Dilley, President
# Academic Calendar

**1993 - 1994**

### Spring Semester 1993
- Orientation/Registration
- New Student Registration
- Martin Luther King Day
- Classes Begin
- Last Day to Drop Without Financial Penalty
- Last Day to Drop or Add Courses
- Deadline to Apply for Graduation
- Last Day to Withdraw (with permission)
- Spring Break
- Community Practice Day
- Final week
- Last Day of Classes
- Grades Due for Graduating Students
- Make-up Days
- Grades Due
- Graduation

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### Summer Session 1993
- June 14 - July 31

### Fall Semester 1993
- Orientation/Registration
- New Student Registration
- First Day of Classes
- Labor Day (no classes)
- Convocation
- Last Day to Drop Without Financial Penalty
- Last Day to Drop or Add Courses
- Deadline to Apply for Graduation
- Last Day to Withdraw (with permission)
- Practice Day
- Thanksgiving Break
- Graduation
- Grades Due

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### Spring Semester 1994
- Martin Luther King Day
- Orientation/Registration
- New Student Registration
- Classes Begin
- Last Day to Drop Without Financial Penalty
- Last Day to Drop or Add Courses
- Shamrock Day (no classes)
- Deadline to Apply for Graduation
- Community Practice Day
- Spring Break
- Last Day of Classes
- Graduation
- Grades Due

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The Naropa Institute is a private liberal arts college offering undergraduate and graduate degrees in the arts, social sciences, and humanities. The Institute is nonsectarian, and inspired by its unique Buddhist educational heritage.

Our approach to learning is called "contemplative education," which balances the study of specific academic and arts fields with traditional practices for training in awareness.

Our educational programs are rigorous. They are designed for students who are resourceful, and willing to go beyond habitual patterns of thought and feeling. The academic, artistic, and contemplative disciplines offered at the Institute help students cultivate understanding of themselves, their fields of study, and the world.

Through contemplative disciplines such as meditation and the Ch'ii-Ch'ian, students develop awareness and are trained to experience the direct experience of learning, moment by moment. This process brings precision, openness, and kindness to oneself and others.

Inspired by the tradition of Buddhist educational philosophy, contemplative education teaches students to combine intellect and intuition, and encourages the despising of confidence, wisdom, and the desire to work for the benefit of others. This implies a process of creative personal development that goes well beyond the college experience.

Mission Statement
The mission of The Naropa Institute is

1. To offer educational programs that cultivate awareness of the present moment through the arts, sacred, and meditative disciplines;

2. To strive for excellence in all disciplines;

3. To apply the principles of The Naropa Institute's Buddhist educational heritage;

4. To encourage the integration of world wisdom traditions with modern culture, and

5. To be nonsectarian and open to all.

In more detail, these five aspects can be explained as follows:

1. Awareness of the Present Moment: Cultivating awareness of the present moment is the heart of contemplative education. Awareness training acknowledges the direct experience of learning, moment by moment, and awakens people to awareness and to focus the mind by bringing wandering attention back to the present.

2. Knowledge is balanced through training with an open mind to what is taught, examining whether it rings true, and taking the subject to heart. In this way, what one learns with personal experience and can be expressed clearly in words and actions. Egocentric awareness means that one is aware of oneself as the "self" is not identified and not changed but identified continuously in process. Therefore education should be based on openness to change, and willingness to look at all aspects of our experience.

3. Buddhist Educational Heritage: The tradition of Buddhist education can be traced back to the origins of Buddhism 2500 years ago. This educational heritage is based on the three principles of meditation, discipline, and knowledge, which lead to the discovery of the great wisdom of emptiness.

4. Disciplines refer to mindfulness and awareness which is the foundation for self-knowledge and caring for others. Discipline includes study and commitment to learning as a lifelong journey, which requires both patience and humor. Knowledge is learned through meditation with an open mind to what is taught, examining whether it rings true, and taking the subject to heart. In this way, what one learns with personal experience can be expressed clearly in words and actions. Egocentric awareness means that one is aware of oneself as the "self" is not identified and not changed but identified continuously in process. Therefore education should be based on openness to change, and willingness to look at all aspects of our experience.

5. Contributions to the World: Appreciation of mindfulness and awareness, the benefits of synchronizing body and mind, and a need to go beyond a narrow sense of self and become becoming increasingly widespread. There is a greater understanding of the role of mind-body interactions in healing processes. Mindfulness and the non-identification of self and the identification of self interest are increasingly valued in science, commerce, and society. In many organizations, there is a shift in management styles toward more cooperative and inclusive decision making. Many students attend the Institute seeking an education that will train them to contribute to the world in this way.

The goal of contemplative education is to deepen students' knowledge of themselves and their place in the contemporary world, to cultivate and integrate personal discipline into a specific field of study, and to nurture the desire to contribute to the world with understanding and compassion. In this way, students are prepared for the challenges and the rapid change of modern society.

The Beginning of the Institute
Born in Tibet in 1940, the Institute's founder, Chogyam Trungpa Rinpoche, was a lineage holder of both the Kagyu and Nyingma Buddhist traditions. In 1959, as a result of the Chinese invasion of Tibet, he escaped through the Himalayas to northern India. There he, like the Dalai Lama and many other teachers, and thousands of Tibetan refugees, began to rebuild a life based on Buddhist teachings and to transmit that wisdom to the West. In 1963, he received a speaking sponsorship to study comparative religion, philosophy, and the fine arts at Oxford University. There he became fluent in English and familiar with the particular needs of Western students.

In 1970 he began presenting Buddhist teachings in the United States. During the next 15 years, he taught extensively, and founded meditation centers throughout North America and Europe. A scholar and artist as well as a meditation master, he became widely recognized as one of the foremost teachers of Buddhism in the West. With the founding of The Naropa Institute in 1974, he realized his vision of creating a college that would combine contemplative studies with traditional Western scholarly and artistic disciplines. In 1977 founder Shambhala Training, an International network of centers offering contemplative programs designed for the general public. With his death in 1987, Trungpa Rinpoche left a legacy of teachings and writings. Among his many publications is the 1972 book, The Myth of Freedom, and Shambhala: The Sacred Path of the Warrior.
The Nalanda Institute is based on the model of Nalanda University, established under the auspices of Mahayana Buddhism, Nalanda flourished in India from the 5th to the 12th centuries. At the university, Buddhist philosophy and the discipline of meditation provided the 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 and for the atmosphere of mutual appreciation and respect among different contemplative traditions. This has become the ongoing inspiration for the development of the Nalanda Institute.

The Institute takes its name from Nalanda, the 11th-century abbot of Nalanda University and a great Buddhist practitioner. He was renowned for bringing together his scholarly wisdom with meditative insight.

Campus and Student Body
The Institute is located on 37 acres in the heart of Boulder, Colorado. The campus, with surrounding grounds, houses a performing arts center, a meditation hall, classrooms, faculty and administrative offices, and the school library.

The city of Boulder, 30 miles northwest of Denver, is situated against the foot of the Rocky Mountains. Boulder is a cosmopolitan town of 100,000 and home of the University of Colorado. The town offers a variety of cultural resources, including theater and dance companies, a symphony orchestra, and foreign film series. A number of schools offering specialized training in the health field, including Boulder Massage School, Holistic Institute, The Kripalu Institute, and Rocky Mountain Healing Arts Institute, are also situated in Boulder and contribute to the richness of the educational environment.

Approximately 650 students attend the Institute year-round, of which 450 are degree or certificate students, and the remaining are non-degree study students. In the 1998-99 academic year, the Institute attracted students from 30 states and 15 countries. Characteristically, students are mature and personally committed to their education. The life experience they bring to their studies contributes to the richness of the student community.

Faculty
The Institute's faculty members are distinguished by their involvement in the professional or artistic extension of their disciplines beyond the academic community. The faculty's involvement in the professional world contributes a high degree of immediacy and relevancy to the classroom.

At the end of the North Central Association of Colleges and Schools accreditation visit in May 1999, the team's chairperson acknowledged that "the faculty's work and its strong commitment to Nalanda is the force that holds the Institute together and carries it forward..."

Accreditation
The Nalanda Institute is accredited by the North Central Association of Colleges and Schools.
Undergraduate Study

The Bachelor of Arts Program

The Nanopo Institute faculty have established criteria for graduation from Bachelor of Arts degree programs, which include both the breadth and depth of study traditionally associated with higher education. In addition, the university has incorporated comprehensive arts requirements which bring together the disciplines of the classroom with the broader world.

Breadth is provided by general education requirements, most of which may be satisfied by the first two years of the student's study, including courses in the natural sciences or math, social sciences, humanities, and creative process. Depth is supplied by the student's area of concentration at the Institute.

The elements of the B.A. program are drawn together during the senior year through comprehensive exams and senior projects in the major department. These may be written, oral, or performance-oriented, depending on the department. The final projects or exams provide a completion of studies and the tradition of the student's journey at the Institute.

Upper-Division B.A.

Program Curriculum

Major Disciplines

The heart of the B.A. program is the student's area of concentration. At least 24 semester credits in the major are required.

Minor Discipline

The minor field of concentration is required for all students to provide excellence in an alternative mode of creativity or study. Nine semester credits within any department in the Institute may be used to satisfy the minor requirement.

Interdisciplinary Studies

Students majoring in interdisciplinary studies are required to complete 40 semester credits in the several departments supporting the area of concentration and do not have a minor requirement. (See description for Interdisciplinary Areas of Study in the Undergraduate Section of this catalog.)

Mediation/Contemporary Arts Requirement

The mediations/contemporary arts requirement (6 credits) is satisfied through courses such as Meditation Practice, Breathwork, Tai Chi Ch'uan, Aikido, Yoga, Dance, Singing, Calligraphy, and Painting. These courses provide students with training in mindfulness of the present moment and awareness of their environment. The Meditation Practice specifically instructs students in samadhi or vipassana meditation practice, the primary discipline common to most Buddhist traditions. Shambhala Training, a system of weekend seminars, presents intensive meditation training within a secular context. The other Contemporary Arts involve awareness training emphasizing synchronization of mind and body.

Writing Proficiency

The ability to write clear, articulate, and genuine compositions is another important element of the B.A. program. All entering students, regardless of previous training, have the Institute's Writing Proficiency Exam during orientation. Classes and tutorials in English composition are offered each semester for students who do not pass the exam. (The Writing Proficiency Exam must be repeated prior to entry unless waived.)

General Electives

General electives, taken from any of the Institute's undergraduate departments, must total 60 credits required for the upper-division program. With the guidance of academic advisors, students may use general electives to take further courses in their major or minor disciplines, but are encouraged to establish, through electives, a broad and coherent liberal arts education.

Foundation Year

Undergraduate students may enter the Institute for a Foundation (Sophomore) year of study, provided they have completed one year (30 semester credits) of lower-division college coursework. The Foundation Year Program for 30-90 credits of Writing and Poetry (Poetry, Writing, and Poetry) is designed to support the student's growth in creative writing and contemplative education, as well as to encourage personal integration of the diverse experiences students have at Nanopo. See Foundation Year in the Undergraduate Section of this catalog for further details.

Students must have completed at least 30 semester credits of college coursework to enter the Foundation Year. See Admission Section of this catalog for further information on establishing summer credits. All Foundation Year applicants must provide documentation of graduation from high school in the form of a high school transcript or certificate of GED.

Certificate Programs

The Certificate Programs are offered within undergraduate departments at the Institute and attract students from diverse backgrounds who wish to pursue focused study within a discipline. Certificate programs are one-year programs, requiring 30 semester credits of college work, or of which at least 12 are in the area of concentration. (The number of credits in the area of concentration varies by department. See requirements for individual programs in the Undergraduate Section of this catalog.) Certificate programs are not acceptable for general education, writing proficiency, minor, or mediation and contemplative arts requirements that apply to a B.A. student, but they must have 60 lower-division credits to enter a Certificate Program.

Graduate Study

Master of Arts and Master of Fine Arts Programs

Professional and academic training is provided by the Institute's seven Master's level programs: Body Psychotherapy, Buddhist Studies, Dance/Movement Therapy, Psychology/Contemporary Psychotherapy, Gerontology and Long-Term Care Management, Transpersonal Counseling Psychology, and Writing and Poetics.

The programs vary in the time required to complete. The Master of Fine Arts in Writing and Poetics requires one and one-half to two years, which include two summer intensives. Buddhist Studies, Dance/Movement Therapy, Body Psychotherapy, Transpersonal Counseling Psychology, and Writing and Poetics are completed in a minimum of two years. The Gerontology Master's requires 10 months to complete. The Master's Program in Transpersonal Psychotherapy requires two and one-half years of study.

Four of the graduate programs include extensive internships (Dance/Movement Therapy, Gerontology and Long-Term Care Management, Transpersonal Counseling Psychology, and Writing and Poetics). All seven programs culminate in a major written presentation.

All Master's degree students, except those in the M.A. Writing and Poetics program, must pass the Writing Proficiency Exam prior to entering their final year.

Non-Degree Study

Each semester, the Institute publishes a flyer announcing a wide selection of courses open to students who wish to take a class or pursue a degree at Nanopo. Please contact the Institute's Information Office to receive a flyer. These courses are available at the usual credit rate, and at a reduced non-credit tuition rate. Please contact the Registrar for information on how to enroll in these courses.

There is no admissions process for those wishing to pursue non-degree study at the Institute, except for international students as described below. Prospective non-degree students should note course descriptions that list prerequisites or specifically state that enrollment requires the permission of the instructor. Courses open only by permission of the instructor include all M.A. Psychology/Contemporary Psychotherapy and M.A. Buddhism Studies courses.

Students taking classes as non-credit based are not entitled to individual attention from the instructor or to having coursework evaluated in any way. Students seeking a degree from another institution may take no more than two non-credit courses within a department, on a space-available basis, and must submit a letter to the director of the department involved indicating their intent before registering for classes. After two non-credit courses, students may take other courses for credit if the instructor's approval for evaluation, advising, and so on, must be obtained in writing by the student in consultation with the instructor and the instruction. (Non-credit offerings are subject to change without prior notice. Please read the University's course catalog for the current offerings.)

General Academic Information

Academic Year

The Nanopo Institute operates on a semester system. The academic year has two semesters, Fall and Spring, each 15 weeks in length. The Summer Session is an integral part of the M.A. program in Writing and Poetics and the M.A. program in Transpersonal Counseling Psychology. For all other graduate and undergraduate departments, summer courses may, at the discretion of the faculty, be taken for credit toward a degree. The academic calendar for Fall 1992 through Summer 1993 is published in the front of this catalog.

Credits

The unit used by the Institute to measure academic progress is the semester credit. One semester credit represents approximately 15 hours of classroom time for academic courses and 20-30 to 30 hours of classroom time for studio courses (such as dance technique and many visual arts classes). (One "quarter" credit is generally equal to two semester credits.)

Full-Time Study

B.A. and Certificate Study, per semester

Full-time: 32 or more credits

94-94 credits

1/2-time: 6-8.5 credits

1/2-time: 6-8.5 credits

Exception: M.A. Psychology/Contemporary Psychotherapy

Full-time: 6+ credits

1/2-time: 3+ credits

Matric Program

Full-time: 6 credits

1/2-time: N/A
M.A. Writing & Practice
First and second year, Summer
Full-time 8 credits
Part-time 6-7.5 credits
Second year, Fall (manuscript seminar)
Full-time 5 credits
Second year, Spring (term after manuscript seminar)
Full-time Special status for Extended Manuscript

Notes:
1. The above minimum standards do not in any way prohibit a department from requiring that more credits per semester be taken.
2. The stated minimum credit requirements refer only to courses taken for credit; courses not taken for credit are not considered in determining I.U., 3/4, and 1/2-time status.

Part-Time Study
Many students elect to prolong their course of study over more than two years. For all but the M.A. Program in Psychology, Part-time study is available as a regular program, and part-time schedules may be worked out with the guidance of an academic advisor.

Out-of-Residence Study
Out-of-residence study may be done outside of the Institute, with prior approval from the student’s academic advisor. All graduate and most undergraduate programs allow a limit of 3 credits taken outside the curriculum offerings of the Institute to count toward the degree. Exceptions are Music (12 credits for students majoring in Music, 6 credits as a Second Language), which may have a limit on the number of ESL credits that may be taken. Two hours of contact time is the equivalent of one credit.

Independent study may be undertaken for credit under the guidance of a Naropa faculty member. Independent study is not tuition. Students meet with their independent study advisor three times a semester to set up the study and evaluate the student’s progress. All arrangements should be made before registration. The regular per-credit tuition is assessed.

Auditing Courses
Full-time degree-seeking students may audit courses in addition to their full-time schedule at a lower tuition rate. Students may audit classes on a space-available basis only and do not receive credit or an evaluation of their work.

Academic Advising
A faculty member functions as the student’s academic advisor. The academic advisor works with the student throughout the academic program to see that the student is working toward satisfying all graduation requirements, and developing a coherent curriculum. It is the advisor’s responsibility to approve course selection for the student before each semester’s registration and to consider requests for out-of-residence and independent study. For B.A. students, the academic advisor is responsible for overseeing not only requirements within the student’s major, but all other B.A. requirements. The Registrar maintains an evaluation of the student’s academic record upon application for graduation.

Grading
Undergraduate grades are given on a scale of A through F as follows:
A = excellent
B = good
C = acceptable
D = poor
F = failure

Graduate grades are given on a scale of A through C as follows:
A = excellent
B = good
R = acceptable
C = failure

B.A. Graduation Requirements
To graduate from the Naropa Institute B.A. Program, a student must meet the following requirements:
I. The completion of 120 semester credits including
   A. A 62 semester credits from Naropa
   B. 60 semester credits from Naropa
   C. 60 semester credits from Naropa
   D. 60 semester credits from Naropa
   E. 60 semester credits from Naropa
   F. 60 semester credits from Naropa
   G. 60 semester credits from Naropa
   H. 60 semester credits from Naropa
   I. 60 semester credits from Naropa
   J. 60 semester credits from Naropa
   K. 60 semester credits from Naropa
   L. 60 semester credits from Naropa
   M. 60 semester credits from Naropa
   N. 60 semester credits from Naropa
   O. 60 semester credits from Naropa
   P. 60 semester credits from Naropa
   Q. 60 semester credits from Naropa
   R. 60 semester credits from Naropa
   S. 60 semester credits from Naropa
   T. 60 semester credits from Naropa
   U. 60 semester credits from Naropa
   V. 60 semester credits from Naropa
   W. 60 semester credits from Naropa
   X. 60 semester credits from Naropa
   Y. 60 semester credits from Naropa
   Z. 60 semester credits from Naropa

II. Successful completion of the comprehensive examination or senior project

III. Successful completion of the Writing Proficiency Exam

IV. Satisfaction of all general education requirements (described in the Admissions section)

V. Two-year residency requirement

The Naropa Institute
Student Policy Handbook
The Naropa Institute Student Policy Handbook describes the Institute’s policies with regard to student conduct. It constitutes a search-and-investigative and disciplinary policy and provides information for financial aid requirements, the academic advising system, and other student-oriented information.
Admissions

Undergraduate Admissions

In keeping with the philosophy of contemplative education, the Institute particularly values and wishes to foster the desire to contribute to the work with understanding and compassion. The Admissions Committee considers curricula and motivation as important as previous academic achievement. To this end, the Committee reviews CLEP scores and learning outcomes outside of the traditional college classroom. As an additional criterion, the student must fulfill the requirements to establish credit for an undergraduate course at Wofford College. Final determination of interest and letters of recommendation are critical to the decision-making process. SAT, ACT, and AP scores are not required.

Foundation Year

Students who have completed between 50 and 55 semester credits at other institutions are eligible to apply for our Foundation Year Program. This program in each year of study is designed for students to pursue a variety of interests before focusing more intently on their major in the upper-division B.A. Program.

Upper-Division B.A. Programs

Students who have completed at least 60 semester credits are eligible to apply for our upper-division B.A. programs described in the following pages. Those who have completed between 50 and 55 semester credits are eligible to apply for the upper-division B.A. Programs through the Summer Tracks. Contact the Admissions Office for more Information. Of the 120 total units required for a baccalaureate degree, at least 60 must be taken at the Institute, and a two-year residency is required.

Certificate Program

Students who have completed at least 60 semester credits are eligible to apply for the Certificate Program, which enables students to study intensively in any subject offered at the undergraduate level without having to meet the two-year residency, general education, contemplative arts, or writing proficiency requirements. The Certificate Program requires one year of study (30 semester credits) for all disciplines.

General Education Requirements for Undergraduate Students

All undergraduate students must fulfill certain General Education requirements by the time of completing their undergraduate course of study. Wofford College recommends completing the General Education requirements during the first two years of undergraduate work, some of these requirements may be completed during the first year of upper-division studies. The following list enumerates the General Education categories, the number of credits needed in each category, and the types of courses that satisfy the requirements:

- Humanities (8 semester credits)
- Social and Behavioral Sciences (4 semester credits)
- Artistic Process (4 semester credits)
  - A blend of student and 자유 choices in the arts: Acting, Technical, Creative Writing, Dance Theatre/Play/Composition, Visual Arts, etc.
- Mathematics and Natural Sciences (4 semester credits)
  - Anatomy, Biology, Chemistry, Computer Science, Geology, Mathematics, Physics, and Zoology.

If you believe your writing skills need improvement, we recommend taking English composition courses concurrently with your planned course of study. It is necessary to pass a Writing Proficiency Examination in order to enter your senior year at the Institute.

Establishing Entrance Credits

All coursework completed by the applicant at accredited institutions of higher education with a grade of at least "C" (or its equivalent) may be counted toward entrance credit. Alternative ways of establishing entrance credits fall into the three categories described below. An applicant may apply up to 30 semester credits of learning outside the traditional college classroom toward the entrance requirements of an undergraduate program.

1. College-Level Examination Program The College Level Examination Program (CLEP) is a national program administered by The College Board to measure collegiate-level learning outside the traditional college classroom. It is a quick and relatively inexpensive way of getting credit for knowledge you may have accumulated outside the classroom setting. Each exam costs between $25 and $45. Two series of exams are offered: general exams, which cover broad areas of general education, and focused subject exams. CLEP exams are administered monthly at Wofford College and universities throughout the United States. The Wofford Institute grants up to 30 semester credits for all exams passed in subject areas that do not duplicate prior coursework, using the minimum passing scores recommended by the American Council on Education. You may register up to 30 semester credits for CLEP work.

2. Courses from Vocational/Technical Schools

Applicants may wish to receive credit for work done at vocational and/or technical schools. Transcripts from vocational and technical schools will be reviewed along with other application materials. In some cases, the Admissions Office may ask for a catalog or other literature from the school in question. A maximum of 13 semester credits can be transferred in through this process.

3. Courses from Non-accredited Institutions of Post-Secondary Learning

Courses or workshops taken for credit at institutions of post-secondary learning that hold neither regional accreditation nor candidacy for accreditation are reviewed as non-traditional credit. Students interested in this type of credit review need to provide an official transcript, as well as a catalog or brochure indicating that the school is recognized as a post-secondary institution by a state, federal or regional agency, or verification of any specialized accreditation. A maximum 10 semester credits can be transferred in through this process.

4. Portfolio Process

The Institute also grants credit based on the evaluation of a personal work portfolio, comprised of the student to document non-traditional learning that does not fit into categories 1 and 3 above. This process is designed specifically to acknowledge learning situations that qualify for portfolio credit. In addition, for instance, running your own business, or experience as a volunteer in a language setting. Please contact the Office of Admissions for further information on this innovative process. A maximum 30 semester credits can be transferred in through this process.

Graduate Admissions Requirements

M.A. Body Psychology

1. Bachelor's degree, preferably in a field related to helping professions.
2. A broad range of experience in bodywork and body-oriented psychotherapy forms, such as massage, reflexology, health, ethics, and so on.
3. Intermediate level competency in modern dance technique.
5. Introductory and abnormal psychology (3 credits each).
6. Exposure to dance therapy, either in a studio, private practice or coursework setting.
7. Coursework in anatomy and kinesiology (3 credits each).

While a bachelor's degree in an area related to Dance/Movement Therapy is recommended, it is not required. If applicants lack one or two prerequisites, they may enter the program and complete them during the two years of study.

M.A. Drama/ Movement Therapy

1. Bachelor's degree, preferably in a field related to dance therapy.
2. A broad range of experience in movement, dance, and choreography forms. Some of these forms include modern, ballet, jazz, folk and ethnic, and so on.
3. Intermediate level competency in modern dance technique.
5. Introductory and abnormal psychology (3 credits each).
6. Certification in, or progress towards certification in, a bodywork centered psychotherapy form, such as in #2 above.

A completed application consists of the application form, an application fee, a two- to three-page typed, double-spaced statement of interest, a resume, three letters of recommendation, a two-page supplement application form, and a transcript reflecting the completion of a bachelor's degree. Applicants will be reviewed after the above materials are received by the Admissions Committee. Those selected will be asked to come to the Institute to participate in a day-long group movement interview. This is required for all applicants who are being considered. Applicants from overseas may, at the discretion of the faculty, submit a phone interview and a video tape for an on-campus interview.
M.A. Gerontology and Long-Term Care Management

Requirements: Bachelor's Degree

There are no specific course prerequisites for this program. Applicants must show a high degree of maturity and strong motivation for working in geriatric care services for seniors and their families. They may be recommended but are not required. The Gerontology Program offers the Application for Admission, an interview, a signed letter of recommendation, a résumé, and a writing sample. Each of these documents should reflect all education, work, and personal life experience. Application forms are received by the Admissions Committee. Interviews are scheduled for selected applicants. Scholarship application forms are available from the Admissions Office.

Applicants to the M.A. Gerontology and Long-Term Care Management Program are required to submit the following:

1. A completed Application Form
2. A Résumé
3. Three Letters of Recommendation
4. Writing Sample
5. Statement of Purpose
6. Two Letters of Recommendation

M.A. Transcultural Counseling Psychology

Requirements: Bachelor's Degree, Master's Degree in Counseling Psychology (with a concentration in counseling psychology), and a Master's Degree in Psychology (with a concentration in counseling psychology)

Applicants must meet the criteria for the M.A. Transcultural Counseling Psychology program and the additional requirements listed below.

1. Completed course work in psychology and related disciplines
2. Three letters of recommendation from professionals in related fields
3. A statement of purpose
4. Standardized test scores

M.A. Music Therapy Concentration

Required: Bachelor’s Degree in Music or related field

Applicants must meet the criteria for the M.A. Transcultural Counseling Psychology program and the additional requirements listed below.

1. Completion of course work in music and related fields
2. Three letters of recommendation from professionals in related fields
3. A statement of purpose

M.A. Psychology: Contemplative Psychology

Requirements: Bachelor's Degree, Master's Degree in Counseling Psychology (with a concentration in counseling psychology), and a Master's Degree in Psychology (with a concentration in counseling psychology)

Applicants must meet the criteria for the M.A. Transcultural Counseling Psychology program and the additional requirements listed below.

1. Completion of course work in psychology and related disciplines
2. Three letters of recommendation from professionals in related fields
3. A statement of purpose
4. Standardized test scores

M.A. Writing and Poetics

Requirements: Bachelor's Degree, Master's Degree in Counseling Psychology (with a concentration in counseling psychology), and a Master's Degree in Psychology (with a concentration in counseling psychology)

Applicants must meet the criteria for the M.A. Transcultural Counseling Psychology program and the additional requirements listed below.

1. Completion of course work in psychology and related disciplines
2. Three letters of recommendation from professionals in related fields
3. A statement of purpose
4. Standardized test scores

Rolling Admissions

The Institute has a rolling admissions policy for all undergraduate and graduate programs. This means that applications are accepted at any time until a program is full. Shortly after the completion of all admissions (including an interview when applicable), the applicant is notified of the Admissions Committee's decision.

All undergraduate programs may be entered in either the Fall or the Spring Semester, with the exception of Psychology. This program is designed for Fall entry to accommodate the group's program format, which is an integral part of the program. If you are interested in beginning the Psychology program in the spring semester, please contact the Admissions Office for further information. Applicants to this program may enter during the Spring Semester, depending on the extent of their prior coursework in the field of psychology.

Graduate programs are designed to be entered in either the Fall or the Spring Semester. Please contact the Admissions Office for more information.

Application Fees

All undergraduate programs $35
All international students $35
M.A. Body Psychology $35
M.A. Bicultural Training $35
M.A. Dance/Movement Therapy $35
M.A. Gerontology and Long-Term Care Management $35
M.A. Transcultural Counseling Psychology $35
M.A. Transcultural Counseling Psychology $35
M.A. Writing and Poetics $35

Tuition Deposit

Once accepted, a non-refundable, non-transferable deposit of $250, which is applied in full toward tuition, reserves your space in the program.

International Student Admissions

International students make up a significant percentage of the Institute student body. Application procedures for international students are the same as those outlined above for undergraduate and graduate students. In addition, international students must (1) document English Language Proficiency and (2) have proper Immigration status.

To determine whether an international student has met undergraduate or graduate entrance requirements, our Admissions Office consults references published by the American Association of Collegiate Registrars and Admissions Officers to evaluate international education in terms of U.S. equivalents. Applicants should have all records of secondary and post-secondary education, including grades earned for individual subjects, translated into English and forwarded to the Admissions Office for review.

International students pay a $250 application fee. In the event that an applicant is from a country whose education system is not recognized in one of our guides, we will send his or her records to an outside evaluator. The applicant will then be charged the cost of this evaluation in addition to the application fee.

The Nesbitt Institute will not enroll any student who is not in status with U.S. immigration, either for degree-seeking or non-degree-seeking study. Therefore, you must work closely with the international Student Advisor to secure that your status is established and maintained. You do not necessarily need to be on an student visa to be in status. Other kinds of classification permit you to be enrolled as a student, including a tourist classification. However, a tourist visa does not usually extend long enough to permit illegal-seeking students to complete their studies.

Students planning to enroll only in summer courses should apply for a tourist visa. You will not be issued an I-20 unless your form of study is a minimum of one semester (15 weeks).

If you plan to enter the U.S. to visit the school before you are accepted into a degree program, request that your I-94 form be stamped "Prospective Student." For further information about applying for the student visa, information on changing of status, re-entry between schools, and filial support, please contact the international Student Advisor at the Institute.

Student Vises

All full-time, year-round international students must have an F-1 (student) visa. The F-1 visa is issued by a U.S. Consulate or Embassy in the student's home country after the applicant produces a visa application (Form I-20B) issued by the Institute. The Admissions Office will issue an I-20B to the applicant when the following conditions are met:

1. Applicant has been accepted to a program at The Nesbitt Institute.
2. Admissions Office has documentation of financial resources for the first year (usually nine months). Financial aid documentation must show the ability to pay tuition and living expenses. It can be in the form of a personal bank statement, letter of support of employment, letter of support of student loan, letter of support of self-employment, letter of support of family funds, or letter of support of another government or private foundation which is providing the funds.
3. Estimated living expenses, in addition to tuition, must be covered by students' funds.
4. Admissions Office has the following data on file: first and last name, birthdate, country of birth, and nationality.
5. Admissions Office has received a $250 non-refundable tuition deposit, to be applied in full toward tuition.
Admission of Non-Degree International Students

Applicants wishing to pursue non-degree study at the Institute may be issued a Form I-20AB. The Admissions Office reserves the right to change tuition or fees without prior notice. Please contact the Admissions Office for the most recent information.

Tuition is computed on the basis of cost per semester-hour credit.

<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>One-Year Certificate Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (5 credits)</td>
<td>$7050</td>
</tr>
<tr>
<td>Fees for 2 semesters</td>
<td>$110</td>
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<tr>
<td>Total cost for 1-year program</td>
<td>$8160</td>
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<table>
<thead>
<tr>
<th>Bachelor of Arts Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two-Year Program (entry as Junior)</td>
</tr>
<tr>
<td>Tuition (60 credits)</td>
</tr>
<tr>
<td>Fees for 4 semesters</td>
</tr>
<tr>
<td>Total cost for 5-year program</td>
</tr>
</tbody>
</table>

| Three-Year Program (entry as Sophomore) |
| Tuition (90 credits) | $23,850* |
| Fees for 4 semesters | $370 |
| Total cost for 5-year program | $24,220 |

**GRADUATE:**

<table>
<thead>
<tr>
<th>Master of Arts in Psychology: Contemplative Psychotherapy (5-year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First year</td>
</tr>
<tr>
<td>Tuition (21 credits)</td>
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<tr>
<td>Fees for 2 semesters</td>
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<tr>
<td>Main Room &amp; Board (estimated)</td>
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<tr>
<td>Second Year</td>
</tr>
<tr>
<td>Tuition (21 credits)</td>
</tr>
<tr>
<td>Fees for 5 semesters</td>
</tr>
<tr>
<td>Total cost for 5-year program</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Master of Arts in Intersubjective Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three-Year Program (entry as Junior)</td>
</tr>
<tr>
<td>Tuition (60 credits)</td>
</tr>
<tr>
<td>Fees for 4 semesters</td>
</tr>
<tr>
<td>Total cost for 5-year program</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Master of Arts in Dance/Movement Therapy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (90 credits)</td>
</tr>
<tr>
<td>Fees for 4 semesters</td>
</tr>
<tr>
<td>Total cost for 5-year program</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Master of Arts in Gerontology and Long-Term Care Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (60 credits)</td>
</tr>
<tr>
<td>Fees for 4 semesters</td>
</tr>
<tr>
<td>Total cost for 5-year program</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Master of Arts in Writing &amp; Poetics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (48 credits)</td>
</tr>
<tr>
<td>Fees for 5 semesters, including 2 summers in residents' program</td>
</tr>
<tr>
<td>Total cost for 5-semester program</td>
</tr>
<tr>
<td>These fees include the Student Activities Fee and the Graduation Fee.</td>
</tr>
</tbody>
</table>
Student Financial Policies

Refund Policy
Withdrawal by the end of the second week of classes: 100% refund
Withdrawal by the end of the third week of classes: 50% refund
Withdrawal by the end of the fourth week of classes: 25% refund
Withdrawal after the fourth week of classes: No refund

Financial Aid

Institute-funded financial aid programs, in conjunction with federal financial aid programs and private scholarships, provide substantial assistance to students enrolled in this institution's degree and certificate programs. Approximately 60% of degree students enrolled last year received financial assistance.

Financial Aid for Denver Students
The Financial Aid Office designs a financial aid package for all qualified applicants who demonstrate financial need. The Institute provides Narsap Institute Grants and workstudy support. Other financial aid may be received in the form of loans or, for undergraduates, federal grants.

Conditions for Qualifying for Financial Aid:
1. Applicants for financial aid must have completed an admissions application.
2. Applicants must be either U.S. citizens or permanent residents.
3. Applicants must document financial need by completing yearly with the application process and deadlines outlined below.
4. To receive aid, a student cannot owe a refund on any term of payment to the Institute or be in default status on any student loan.
5. To receive aid, students must be enrolled at least half-time in a program at the Institute leading to a degree or certificate.
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 The Narsap Institute Student Handbook.

Financial Aid Programs for Both Undergraduate and Graduate Students

Narsap Institute Grant
The Narsap Institute grant is based on need. It takes the form of a partial tuition reduction in tuition.

College Work-Study (CWS)
This is a federal program in which students work five to ten hours per week while in the Institute at a pay scale beginning at $5.00 per hour.

Narso Student Employment (NNS)
This is a non-need-based work study program funded only by the Institute in which students work five to ten hours per week within the Institute at a pay scale beginning at $5.00 per hour.

 Perkins Loan
Formerly known as the National Direct Student Loan, this is a federal loan program administered by the Institute. Perkins loans are long-term 5 percent interest loans, for which repayment begins six to nine months after the termination of studies.

Stafford Loan
Formerly known as Guaranteed Student Loan (GSL), the Stafford Loan is a long-term, low-interest (6-10 percent) loan. Stafford loans may qualify for up to $400 per year of open enrollment undergraduate study and up to $500 per year for graduate study. Certificates and foundation-year students may qualify for up to $2,655 per year. Repayment begins six months after the termination of studies.

Financial Aid Programs for Undergraduate Students Only

The Pell Grant
This is a Federal Grant for which students may be awarded anywhere from $2000 to $3400 for the academic year, dependant in equal payments each semester.

The Supplementary Educational Opportunity Grant (SEOG)
This is a small federal grant program. Awards ranging from $200 to $1000 per year are made to a limited number of applicants.

Extra State Grant
This is an Institute-funded grant. Students with a full-time course load receive an additional 3-credit course at no cost. Single parents may enroll half-time and remain eligible for this grant.

How to Apply for Financial Aid
Financial aid is applied for on an annual basis, and awards cover one academic year only. Applicants should begin the financial aid application process at the same time they apply for admission to the Institute. Financial aid is available for the Fall, Spring, and Summer semesters. In addition, students in the MPA program may be eligible for aid in the Summer term.

Financial Aid Application Forms
F. FNS. All the above forms of financial aid are for financial aid applications for the academic year and sending it directly to the American College Testing (ACT) Service for processing. As an alternative, students may file the Federal Application for Financial Aid. The FAFSA form is available January 1st for the following summer, fall, and spring semesters. To request an FAFSA form, please write or phone The Admissions Office.

II. Loan Application. For the Stafford Loan, in addition to the FAFSA, a separate loan application must be filed with an individual bank or lender. Students with unpaid Stafford Loans are encouraged to apply through the same lender. Others should contact either the Financial Aid Office or a specific lender for an application. Colorado residency is not necessary to apply for a Stafford Loan through the State of Colorado.

Financial Aid Deadlines
I. February 28 is the preferred financial aid deadline. For the summer and fall semesters, your financial aid application must be received by ACT no later than this date to be considered for the first round of awards in early May. If you are unable to file an application by this date, please contact the financial aid office about remaining financial aid availability.

II. In order not to be assessed late fees, students with completed financial aid applications who wish to take out student loans should submit their loan application to the financial aid office no later than six weeks prior to the beginning of classes.

Year-Round Scholarships
Carlin-Wescott Music Scholarship
This scholarship is awarded every year to a second-year music degree student.

General Red Elk Scholarship
Students who can provide documentation of membership in a Native American tribe are eligible to apply for this scholarship.

Monroe Scholarship
Students who are ordained ministers or sons of any religious order are eligible to apply for this Institute-funded scholarship.

To apply for any of the above scholarships, applicants must follow the application procedures for financial aid. In addition, complete a special application form available from the admissions office. Students must apply for financial aid, must demonstrate that they have exhausted all other avenues of support, and must be willing to participate in a student work study program up to ten hours per week as part of their support.

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Summer Institute Scholarships
American College Dance Festival Association
This scholarship is for a summer dance student. Auditions for this scholarship are held regionally throughout the U.S. by the ACDFA.

Institute of American Indian Arts
This scholarship is for an IAA student enrolled in the Summer Writing Program.

Student Union for Ethnic Inclusion
Jack Kouchoukos School members raise money through benefit readings and other skillful means, making scholarships available to minority writers of exceptional promise.

Ted Berrigan Poetry Award
This institute-funded scholarship is awarded every year to a student of the Summer Writing Program.

Information on how to apply for these Summer Institute scholarships is available from the Nacona Institute Summer Office.

Private-funded Scholarships
Students are encouraged to apply for scholarships and grants from private foundations. Students may call the Student Services Office for assistance in this area. Students are also encouraged to make use of the reference sections of the public and college libraries in their home towns.

Veterans’ Benefits
The Institute is approved for Veterans’ Benefits. Veterans should submit their eligibility requirements and application procedures from the Financial Aid Office or from their local Veterans’ Administration branch.

Students Visiting from Other Colleges
Students planning to enroll in courses for credit at the institute as part of a degree program at another college or university should make arrangements for financial aid through the home institution.

Canadian Student Loan Program (CSLP)
Residents of Canada may apply for school loans through this program. Applications are available through the Canadian provincial governments. In the past, the provincial governments of British Columbia, Ontario, and Manitoba have approved the Nacona Institute applicants for student loans.

Visiting Fellows Program
The Visiting Fellows Program is designed as a professional courtesy to artists and faculty at other colleges to allow reuse of the Institute’s resources during a sabbatical year. Any artist, scholar, or dramatics teacher may contact the office of the Academic Vice-President for further information about this program.

Financial Aid for International Students
There are two types of Nacona Institute financial aid for which international students may apply: Nacona Student Employment and The Nacona Institute Grant. Both of these are the same as described above for Domestic Students. Prospective students from other countries should first explore possibilities of funding from their governments and from private foundations.

In order to be considered for either Student Employment or The Nacona Institute Grant, applicants must complete the Financial Aid application for International Students by March 1st and have a complete Admissions application on file for one of the Institute’s degree certificate programs. Awards to international students are for one academic year. Students must reapply for each subsequent year of study by the March 1st deadline. After March 1st, funds may still be available, contact the Admissions Office.

No international student should expect more than a maximum of $3,000-$3,000 of financial aid per year. At least half of this aid will be in the form of on-campus work study.

To request an application for International Student Financial Aid or for more information please contact the Admissions Office.
Student Services

It is the mission of the Office of Student Services, supervised by the Dean of Students, to oversee the general welfare and quality of life of the student from his or her entry into the institute through graduation and entry into the work world. The Dean of Students is an advocate for the student voice with college staff and faculty on all policy issues and matters of concern to the student body.

Counseling

There are two contracted psychotherapists who provide professional short-term counseling to degree seeking students for personal, social, and psychological problems. Help is available for depression, stress, family and marital issues, academic problems, and other personal issues. We also have an extensive referral service for occasions and mental health workers in the community.

Contemplative Practice

Because of the institute'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 an equal focus. It is a way of exploring the realm of specific fields of knowledge. Some programs and classes have a meditation requirement which includes regular meetings with an instructor. There is no charge for meditation instruction.

The meditation taught has its foundation in the Buddhist tradition. However, involving oneself in such practice does not mean that one is becoming engaged with the Buddhist faith. It is a mindfulness and awareness practice that is relevant to an individual's life regardless of religious orientation. The Meditation Practice Coordinator, in addition to connecting you with a meditation instructor, can also be a resource for instructors of other contemplative disciplines and can help you network with other world traditions on campus and in the Boulder area. Meditation instructors are assigned during orientation and registration. If you register at this time, call Student Services to set up a time with the Practice Coordinator.

All-Community Practice Days

To foster a sense of community among students, faculty and administration, and to help articulate the educational mission of the Naropa Institute, in addition to the activities listed above, the Student Services office is available to assist students from other countries with any issues that may arise. This includes the local community, the United States, and other countries to which students are sent.

Counseling

The Naropa Institute, in cooperation with the Boulder Area College, provides counseling services for students. The institute is located in the third floor of the Naropa institutions, and is available on a sliding scale basis. The institute has a full-time counselor who is available to help with academic, personal, and career-related issues.

Community Resources

One of the main functions of Student Services is to guide students to resources on campus, and point them to further resources in the Boulder community. Student Services has a resource guide available for students to use to locate relevant resources.

One of the officers serves on the Board of Trustees in a non-voting position. Students are also seated on various ad hoc committees. The institute provides one work-study position for SUTN. SUTN has helped to establish student groups such as NAVA (Naropa Activist Group), and a Lesbian and Gay Community Group.

There is also a student group, Student Union for Ethnic Inclusion (SUEI), which raises funds for scholarships to help students from minority backgrounds.

International Student Advising

International students represent 15 percent of the student body and come to Naropa from 15 countries in Europe, Asia, Africa, and South America. They are an important and valued part of the Naropa community.

An international student advisor is available in the Student Services Office to assist students from other countries with any issues that may arise. This includes the local community, the United States, and other countries to which students are sent.

Student Activities and Recreation

Student Services coordinates activities such as on-campus dances and coffeehouses, hiking and biking excursions in the local area, and other opportunities to socialize with the Naropa community. Our office has bikes, heavily equipped for the trail, and volleyball you can check out and enjoy on our campus. Boulder was rated by Outdoor Magazine as one of the top 10 desirable cities to live in for everyday and social activities, and it is not without reason. There are more bikes than cars here.

One of the most popular activities is the Boulder Residences center, which offers a variety of activities, including yoga, meditation, and other events.

Student Government

The purpose of the Student Government is to create, in a supportive way, an opportunity to address issues, make decisions, and ensure that new and ongoing activities are presented by the Student Government. The Student Government of the Naropa Institute (SUGN) was founded in 1974. SUGN office is open to new members and other groups interested in health care and community resources.

For those students unfamiliar with the institute's programs, the MacLab staff offers free introductory and intermediate Macintosh classes throughout the semester. They also provide direct assistance to students during posted hours.

Housing

Student Services provides information to assist new students in their search for a place to live. Adjacent to the office is a housing bulletin board where students can post the housing situation they desire, look through the offerings posted, or sign up on a list that allows them to contact other Naropa students looking to live together. Other resources include the Naropa Housing Information Sheet, a listing of other places in town to find housing listings.

The housing market is tight because Boulder is a desirable location to live. The Naropa Community advises students to plan ahead for housing, and to be aware of the type of housing available in the community. The institute is located on the corner of 30th Street and University Avenue, and is available for student use.

Landing in Boulder

The institute is approximately 26 miles north of Denver. From Denver take I-25 South to U.S. 36 (the Denver Boulder tollway), U.S. 36 to 25th Street, and 25th Street to the Arapahoe Avenue. Parking is available behind the institute's office, on 25th Street. Public transportation from Denver Stapleton Airport is by bus. Limo services are available for students at the Arapahoe Avenue.

Computer Center

The Computer Center is located on the first floor of the institute, consisting of seven Macintosh computers and two printers, available for student use. MicroSoft Word, PageMaker and many other programs are available. The center also features a database of health care and community resources.
Other Resources

Library
The Naropa Institute Library has a specialized 22,000 volume collection to support the Institute's educational programs. Especially strong are its holdings in Buddhist studies and contemporary American poetry. Through the Library of Congress, the Naropa Institute Library has access to an outstanding collection of Tibetan Buddhist texts.

The institute's audio tape collection includes recordings of educational and cultural events held at the Institute throughout its nineteen-year history, including poetry readings, music performances and talks from major events, such as the Buddhist and Christian Meditation Conferences and the Jack Kerouac Conference.

The institute's library services have expanded to include interlibrary loan. In addition, program students are encouraged to use the two million volume Nordlin Library of the University of Colorado, a short walk from the Institute's campus.

Performing Arts
Student performers together with presentations by Naropa Institute faculty and guest artists provide a rich and lively schedule of events each year in the Performance Arts Center. In addition to these performances, a number of guest lectures and teachers are invited to contribute fresh perspectives on a variety of spiritual, educational and cultural topics.

As part of its strong commitment to performance and the personal journey involved with performance, the Institute schedules a variety of events each semester. The Naropa Performance Community meets weekly with students from all disciplines to explore, play and perform. Coffeehouses are another opportunity for students to share works from all disciplines with the local community. In addition, each performing arts department hosts a works-in-progress night. Each semester, the institute sponsors several performance projects in collaboration with local artists.

Meditation Hall/Mahli Room
The Institute houses a meditation hall, which is always open during building hours for sitting meditation. This Meditation Hall is open during the school hours for the use of all students, faculty and staff. During the year, some weekend programs will have exclusive use of the Meditation Hall; these times will be posted in advance.

In addition, five custom-built Mahli rooms are available for use by participants in the Mahli Space Awareness courses offered through the M.A. Contemplative Psychotherapy and B.A. Psychology programs. Mahli rooms are also available to M.A. Psychology students who have completed the residential Mahli Program and to any other Naropa Institute students who have received the Mahli practice instruction.

Naropa Cafe
A small, independently operated kitchen is housed in the center of the college, offering snacks and "gourmet" meals, both warm and cold. The cafe has been criticized in the Boulder Daily Camera restaurant section as worthy of four stars. The cafe is open from 8:30 a.m. to 5:30 p.m. weekdays.

Naropa Bookstore
The Naropa Bookstore at the western end of campus stocks books used in Naropa courses as well as an in-depth selection of related titles in Anthropology, Contemplative Religion, Depth Therapy, Ecology, Literature, Poetry, and Psychology. School supplies, coffee, ice cream as well as other refreshments and snacks are also available at the bookstore.
Contemplative Psychology B.A.

Program Description

The Contemplative Psychology B.A. program is designed to deepen the student's self-understanding as well as to cultivate clarity, compassion, and skill in interpersonal relationships. The focus of the program is to work with one's personal process in order to develop the courage and wisdom to genuinely help others.

The department offers four areas of specialization: Buddhist and Western Psychology, Jungian Psychology, the Psychology of Health and Healing, and Transpersonal and Humanistic Psychology. The student takes nine credits in the chosen area of specialization, plus a set of contemplative psychology core courses aimed at integrating the intellectual study of psychology with training in moment-to-moment awareness and compassion. The program prepares the student for any occupation requiring sensitivity in interpersonal relationships, particularly in the helping professions.

Core Courses

The core program consists of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology of Healing I and II</td>
<td>4</td>
</tr>
<tr>
<td>Psychology of Meditation</td>
<td>3</td>
</tr>
<tr>
<td>Cognitive Studies</td>
<td>2</td>
</tr>
<tr>
<td>Senior Project I and II</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

Total: 15 credits

Stated: 9 credits

Total required credits in the major: 24

Specialization Areas

Buddhist and Western Psychology

This track is a combination of Buddhist and Western approaches to psychology. It is based on the work of Buddha, Buddhism, and other contemplative traditions. The emphasis is on integrating the intellectual, emotional, and spiritual dimensions of Buddhist teachings with meditation practice. In Western psychology courses, the student will study the psychological traditions of Jung, Perls, Erich Fromm, and the existential and transpersonal psychologists are emphasized.

Jungian Psychology

This track focuses on the psychoanalytical and psychological work of Carl Jung and those who have been inspired by him. His work emphasizes the importance of the unconscious, the use of imagination in the healing process, and the importance of the metaphorical, symbolic, and mythic.

Psychology of Health and Healing

The courses in this track offer various practical applications and perspectives on health. The program is based on a vision of health as harmony with one's world, or as fundamental well-being. Central to realizing this fundamental well-being is the cultivation of body-mind synchronization.

Transpersonal and Humanistic Psychology

This track offers courses in the transpersonal and humanistic traditions of psychology. It is also offered in the various humanistic-oriented psychotherapeutic traditions developed in Western psychology, including the work of Rogers, Gestalt, and family therapy.

Certificate Program

A 30-credit certificate program is offered by the department, for which 15 credits must be taken in the area of psychology. The curriculum is drawn from core and specialization courses, and is tailored to the individual student's needs and background.

Full-time Faculty: Marvin Casper (Chair), Liv Oppenheim, Part-time Faculty: Susan Apuyam, Sarawati Shinn, Donald Campbell, Dee Clutter, Steve Gagne, Renate Hasel, Malene Henderson, Stephanie Mines, Gary Mielke, Patricia Milden, Diane Rodine, Leonie Wagemaker, Aleksandra Shapiro, Candace Walken, Philip Weber.
Courses

Fall

PSYCHOLOGY OF HEALING I
LYN O'HEIR
This course is an introduction to contemplative psychotherapy and healing. We will explore questions such as "What is healing?" and "What is healing for?" and look closely at our own attitudes and relationship to pain. Basic Buddhist principles will be introduced and examined in the light of each student's own experience. 2 credit hours. PH306

PSYCHOLOGY OF MEDITATION
MAYNOR CASPER
This course introduces students to the practice of sitting meditation. Creativity will consist of group meditation, instruction, and discussion. In this Buddhist tradition, sitting meditation is the most direct means of training in mindfulness awareness, which is the basis of contemplative psychotherapy and healing. 3 credit hours. PH307

PSYCHOLOGY OF MEDITATION
MAYNOR CASPER
This course is designed to develop students' capacity to meditate as a form of personal growth. It will cover the theory and practice of meditation, as well as the ethical and social implications of meditation. The course will engage students in a variety of meditation practices, including Zen meditation, Vipassana meditation, and transcendental meditation. 2 credit hours. PH308

Buddhist Psychology: MATRII AND COMPASSION
MAYNOR CASPER
The matii practice was developed by Chogyam Trungpa, Rinpoche, from Tibetan and Tantric yogi techniques. In this practice, particular postures and specially designed mudras evolve a variety of psychological spaces from which arise different styles of thought and emotion. In this course, we will explore the major types of psychological space, their relation to emotion, passion, meditation, the archetypal and the collective unconscious. 2 credit hours. PH309

COGNITIVE STUDIES I
DIEU COLLET
In this course we will explore ways in which one can cultivate an intellectual rigor of mind without abandoning one's personal ground. Rethinking one's sense of thought and integrating one's speech and inner gestural systems also in basic settings like class, group, home, and other will be considered. 2 credit hours. PH310

EMBOYING PROCESSES/INDIVIDUAL
SUSAN APOSY
Understanding the broadest context of movement along with its mechanisms can provide an excellent basis for facilitating psychological change. In this course we will use ourselves as a laboratory. We will examine commitment, confusion, wonder, and areas as possible agents for cognitive change. The work of Rudolf Steiner, Alexander Lummen, and others will be considered. 2 credit hours. PH311

PSYCHOPHYSICAL LEARNING
HAKON AARON
MASS O'GOG
Recognizing that mind and body both express and reflect our most deeply held beliefs about self and the outside world, the Hakon Method brings these beliefs to conscious awareness. From the body's structure, chronic lesson patterns, movement quality, tensions, and impulses, we gain information about our self-image and general way of being in the world. We access and utilize these patterns to improve our quality of experience. Going slowly and gently, an atmosphere of safety evolves where limitations, definitions, can be examined and yielded, and learning and change become possible. 2 credit hours. PH312

HEALING AND MIND
DONALD CAMPBELL
In this course, we will explore the historical and cultural development of healing practices, including the role of the brain and body in healing and the body's response to the elements of tone and rhythm. Through lectures and exercises, students will learn to identify the anatomy of healing and the use of imagery. The exploration of tone and breath will provide a model for how we can cultivate music, specifically for healing use. 3 credit hours. PH313

THE GESTALT APPROACH
GARY MULLER
The Gestalt approach is a powerful and provocative way of understanding and working with 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 "whole-person, satisfaction, and self-acceptance." The course will include readings, role playing, and group exercises. 2 credit hours. PH314

BODY COSONOLOGY AND NATURAL HEALING
STEVE GAGNE
Body cosmology is a study of the structures and functions of the human body based on principles derived from the ancient Far East. This philosophy of natural healing includes many practical methods for gaining a deeper understanding of ourselves and our relationship with the environment. One example is physiology, the sciences of bone reading whereby one learns through the observation of facial features, how to diagnose internal physiological functions. The same techniques can be applied to hands and feet.

DIVINE RESEARCH
JULIETTE RAPHAEL
This course is an introduction to the field of divine research, which is the study of the relationship between human beings and the divine. Through a series of guided meditations and discussions, students will explore the nature of the divine and the role of the individual in the relationship between the human and the divine. 2 credit hours. PH317

DIABETES AND SHAMANIC PSYCHOLOGY
SUSAN APOSY
Diabetes and shamanic psychology are closely related. Diabetes is a chronic illness that can affect all aspects of an individual's life, including physical, emotional, and spiritual well-being. The course will explore the shamanic psychology of diabetes, focusing on the spiritual dimensions of the illness. 2 credit hours. PH318

ARCHETYPES AND COLLECTIVE UNCONSCIOUS
FACULTY
One of the cornerstones of Jungian thought is the concept of a deeper unconscious realm in the collective unconscious. This course will introduce students to the basic concepts of archetypes and the collective unconscious. We will explore the ways in which archetypes manifest in the human psyche and the role they play in shaping behavior and experience. We will also discuss the role of the collective unconscious in the healing process. 2 credit hours. PH319

JUNGIAN DREAMWORK I
FACULTY
This course focuses on study and practices of dream interpretation from a Jungian perspective. Dreams are considered a therapeutic tool, and students are encouraged to develop skills in guiding the dream process. The course will also introduce students to the Jungian psychology of the shadow and the personal unconscious. 2 credit hours. PH320

DYNAMICS OF THE INTIMATE RELATIONSHIP
FACULTY
Intimate relational issues are studied as a path for developing wisdom and generosity, and as a way of bringing the potential of kindness and compassion, power and vulnerability, and freedom and commitment. Marriage and relational counseling theory and skills are studied. 3 credit hours. PH321

INTRODUCTION TO JUNGIAN PSYCHOLOGY
FACULTY
Jungian psychology is a broad-based psychological paradigm that is characterized by its richness in theoretical content. This course will introduce students to the key concepts and ideas of Jungian psychology, including the theory of the unconscious, the shadow, and the collective unconscious. 2 credit hours. PH322

SHAMANIC TRAINING
See description in Shamanic Training section.
Early Childhood Education B.A.

Program Description

Before we can truly nurture and educate children, we must first learn to be genuine and compassionate ourselves. The Early Childhood Education B.A. degree program begins with nurturing and integrating the teacher, having cultivated the seeds of gentleness and awareness in oneself. The student in the program begins to learn and apply the skills of pre-school teaching from an array of methodologies in the world’s holistic and spiritual traditions, including Buddhism, Waldorf and Montessori.

The heart of the program is multi-disciplinary, the study of the direct experience of five traditional energy styles called the bhati, the bhati family. Based on Tibetan meditation, this practice gives teachers confidence and understanding in their own individual styles and insights into children’s learning approaches.

Experiential study of developmental psychology, global perspectives in childhood, and the integration of recent research in children’s studies are essential features of the program. Program students complete their two year program with an intensive internship at Namaste’s Aikawa Preschool, or other affiliated holistic settings.

This B.A. degree is designed to qualify the student fully as a preschool teacher with Group I Leader Qualification, a private kindergarten teacher, and, with the completion of two additional semester summer courses, all the educational requirements of the State of Colorado Social Services Department for Preschool Director Qualification.

Those interested in teaching older students have found the course relevant and readily applicable to all levels of education.

Certificate Program for Early Childhood Administration

This program is designed for those who already hold a B.A. degree and wish to become qualified for preschool director or teaching status. Thirty semester credits are required. All these courses are designed to be in line with the State of Colorado Social Services Department's requirements for Director qualification.

Requirements for the B.A. Degree in Education

The B.A. in Education requires 34 semester credits of coursework in the major. Degree students will be required to minor (9 credits) in the B.A. in Traditional Arts or an equivalent contemplative practice. Some of the education courses will have a strong meditation component.

Full-time faculty: Richard Brown
Part-time and summer faculty: Susan Appay, Lea Bales, Bena Shubman, Annaite Crawford, Carol Heiden, Geene Hocks, Shelly Kressel, Darlene Lumin, Bernice Merin, Maureen Munro, Phyllis Ohm, Alice Renton, and Laura Simms

Core Courses

First Year—Fall

BUDDHIST EDUCATIONAL PSYCHOLOGY
RICHARD BROWN
In this course we will study and practice the foundations of Buddhist psychology in order to apply them to teaching children. In preparation for teaching with vigor, freshness, and openness, we will explore mindfulness and meditation and study the traditional Buddhist approaches to working with various states of mind. In our exploration, we will learn to encounter concepts and emotions effectively and experience them, gently and creatively. During the course we will begin to develop the discipline of educational observation, viewing as a natural extension of meditation, enabling us to perceive and educate children without prejudice. Thus, we can fearlessely break the habitual, dignified increase of ourseles and children. 3 credit hours. 15040

CULTURAL ANTHROPOLOGY AND SOCIAL CHANGE
SARASWATI BHUMAR
An exploration of the varieties of ways human societies have patterned their relationship to the universe and how these cultural constructs pattern individual perception and experience. Discussion of ethnographies offers insight into relationships among subsistence patterns, social organization, and ritual (including rites of passage for children), methods of conflict resolution, gender roles and childrearing, and the cultural construction of emotion. An understanding of Third World challenges and effective social action is included. 3 credit hours. AN512
BODY MIND CENTERING I
SUSAN APPOSHYAN
The focus of this class is on basic patterns of movement. We will experience our own patterns in a very direct way and discover means to develop further and transform movement patterns both in ourselves and others. The vehicle for the study will be body/mind centering. This class includes a detailed study of early motor development as well as an experiential study of anatomy. 3 credit hours. MD230

First Year - Spring
TEACHING AND LEARNING STYLES
RICHARD BROWN
This course students study and practice the traditional five Buddhist energy styles in relation to teaching and curriculum development and comparison of selected learning style theories. Adapted for Westerners from the tradition of Tibetan Yoga, Mahi training is a synthesized method of cultivating awareness of the emotions and developing appreciation of diverse styles of expression in ourselves and others. Main practice is based upon the discovery of the intrinsic wisdom of emotional energies, described as the Buddha families. We will explore how we might manifest this wisdom in our teaching and relationships with children. Through practice, lectures, activities, role playing and discussion groups we will investigate our own experiences of Mahi. We will create a curriculum plan, classroom activities and educational environment based on our discoveries. Pre-requisite: one course in Buddhist practice, or permission of instructor. 3 credit hours. ED3410

CONTEMPLATIVE PARENTING
RICHARD BROWN
This course explores approaches, issues, and attitudes in everyday parenting in order to bring a contemplative focus to modern child-rearing. Using the Shamatha and Vipassana teachings as our basis we will deal with the real situations we have as parents to bring contemplative visions more fully into our daily lives as parents, or parent-to-be. 1 credit hour. MD230

Second Year - Fall
CHILD DEVELOPMENT AND CREATIVITY
PHILIP OHM
Development of children is traced from birth to the beginning of adolescence with the main focus on early childhood. The main emphasis will be on how the hallmarks of psychological, social, cognitive, and motor development of children can be enhanced in creative, fulfilling, and appropriate ways. The study will involve out-of-class observations of children. 4 credit hours. ED3410

CONTEMPLATIVE PRESCHOOL TEACHING
RICHARD BROWN
This study, comprehension, and application of contemplative and related holistic approaches to teaching young children. This bulk of the study focuses on the Shamatha tradition, and includes Gadar, Montessori, and Kohlschutz. Practical training will be done at Alexia Preschool. 2 credit hours. ED3415

TEACHING PRESCHOOL CHILDREN
ALICE HEWTON
This course brings a contemplative (Montessori) view to methods of teaching preschool. The course will emphasize an experiential approach to practical crafts and "an in everyday life." 2 credit hours. ED430

Second Year - Spring
CHILDREN'S STUDIES AND TEACHING
PHILIP OHM
In this course we will explore selected current research and relevant topics within cognitive, and developmental frameworks (Piaget, Stern, Winnicott, etc.). Students will evaluate plans, and implement classroom activities in light of the topics under discussion. 2 credit hours. ED420

SUPERVISED TEACHING PRACTICUM
RICHARD BROWN
This practicum provides supervised internship teacher training in a contemplative preschool setting and small group training seminars with faculty. 4 credit hours. ED420

Summer Session (ECE elective courses)
BUSINESS ADMINISTRATION OF A CHILD CARE CENTER
ANNETTE CRAWFORD and GENE HOGUE
This course will cover all the business aspects of operating a child care center, including, start up, hiring, enrolment, working with licensing agencies, marketing, developing a budget, and operations. We will look at staff qualifications, benefits, development and retention. A brief review of the types of centers, family child care and specialized programs will be included. The classes will include lectures, group discussions, guest speakers, written work and projects. Required for preschool director qualification. 2 credit hours. ED470

BASIC NUTRITION
LEA BACH
This course will focus on basic nutritional requirements and food patterns of infants, preschoolers and school-age children. We will review the nutritional impact on normal growth and development as well as special concerns that might arise in a preschool environment. Course content will include topics such as allergies, food facts, fads and fashions. Behavior management, healthy meal plans and nutrition in childhood diseases. Nutritional guidelines for childcare food programs will also be reviewed. Required for preschool director qualification. 2 credit hours. ED480

EDUCATIONAL ADMINISTRATION OF A CHILD CARE CENTER
ANNETTE CRAWFORD and GENE HOGUE
This companion course to ED460, we will study to create and support a contemplative educational environment in a child care center. We will explore the areas of staffing, working with parents in the enrollment process, support child relationships and creative problem solving will be discussed. We will look at leadership styles, issues which affect administrators and ways to advocate for children and families. Attention will be focused on ways to cultivate nurturant relationships, among children, staff and parents, including the contemplative practice of bikini flower arranging. The classes will include lectures, group discussions, guest speakers, written work and projects. Required for preschool director qualification. 2 credit hours. ED470

Additional summer non-program electives:
NOURISHING THE TEACHER INTENSIVE
RICHARD BROWN, JANE FOGDEN, CAROL HAPPER, LEE WORLEY, MAUREEN MURDOCK
CREATING PERSONAL MYTHS
MAUREEN MURDOCK
MYTH, RITUAL, TRUE-LIFE STORY
LAURA SIMMS
TEACHING DANCE AND MOVEMENT TO YOUNG CHILDREN
DEAN LORRAINE
SPACE AWARENESS FOR TEACHERS
LEE WORLEY
ART AS MEDITATION
BRENDA MARK
THE HEART OF CONTEMPLATIVE TEACHING
RICHARD BROWN
IKBEKANA FLOWER ARRANGING IN THE CURRICULUM
CAROL HAPPER
THE WHOLE TEACHER
SHELLY KESSLER
Environmental Studies
B.A.

Program Description

When humans bring their connection to nature, to Hawaii and earth, then they do not know how to nurse their environment. Healing our society goes hand in hand with healing our personal, elemental connection with this phenomenal world.
— Chogyam Trungpa Rinpoche

The earth does not belong to man; man belongs to the earth. This we know. All things are linked together like the blood that runs under our skin. All things are interconnected.
— Chief Seattle

The Environmental Studies Program combines courses from Anthropology and Native American Studies, Ecology, and Horticulture in an integrated curriculum, pruning scientific understanding of ecosystems and human topics with contemplative appreciation of the natural world.

The program is grounded in the first principle of ecology -- that everything is interconnected -- and in the aesthetic perspectives of deep ecology and the sacred teachings of various traditional cultures. Our goal is education for a rich, personal relationship with nature, and for careers and lives that benefit the Earth and all of its inhabitants.

Anthropology is approached from a cultural perspective. Emphasis is placed on the adaptations and influences of traditional cultures as seen through subsistence patterns, social structure, religion, ritual and secret experience, interpersonal relationships, and the processes of social and cultural change. The area focus of the Anthropology track at the Hāna'a campus in Native American Studies.

Ecology emphasizes the study of ecological principles, human-ecosystem interactions, and the design of ecologically sustainable societies. The diverse ecosystems of the Boulder Bioregion, from plants, grasslands to mountain forests and alpine tundra, are used as a natural laboratory for exploring general concepts.

Horticulture fosters a contemplative approach to work on the land, through academic study and practical gardening experience at Hāna'a Farms, a Hāna'a-affiliated organic farm near Boulder.

This interdisciplinary approach seeks an understanding of the interactions between natural ecosystems, organic agriculture, and peoples of land use, and the cultural wisdom necessary for the promotion of sustainable communities.

Faculty members are committed to a bioregional approach to education, emphasizing hands-on outdoor education and community-based learning to complement conceptual understanding, and to teaching perspectives, principles, and skills that lead to effective action and constructive careers.

Resources

One of the major resources of the Environmental Studies Program is the actual geographical location in the Boulder Bioregion, an exceptionally rich natural laboratory for ecological field study. Reaching from the pristine ecosystem of the plains to the alpine tundra of the Continental Divide, it provides unique opportunities for study, exploration, and wilderness experience. The human communities and activities in our region also serve as a laboratory for investigating the relationships between humans and natural ecosystems. In addition, the Boulder area is home to numerous environmental and educational organizations and consulting firms. These provide opportunities for work and projects that can lead to careers in the environmental field.

Study Abroad programs in Nepal and Bali provide Nepalese students an opportunity to experience markedly different ecosystems and the richness and diversity of their local human cultures. Participants learn firsthand the necessary ecological and cultural components of sustainable societies and the challenges of social and cultural change. See the Study Abroad section of this catalog for more details.

The Institute is also part owner of Hāna'a Farms, a bioregional farm that provides a place to study and practice sustainable gardening. The hands-on classes offered in the Horticulture department allow students to experience contemplative gardening in a rural setting, and to study the relationship between horticulture and ecology, with the goal of developing ecologically-sustainable agriculture.

Education for Lives and Careers

The program implores students to approach environmental studies as a learning journey that is meaningful in a personal way. They will graduate ready to meet the challenges of transforming the relationship between humans and the natural environment, and prepared to take leadership roles as innovative scientists, individuals committed to living in harmony with the Earth, agents of social change, and citizen-consumers with furthering a sustainable future.

Program graduates develop the depth of knowledge and commitment needed to succeed in careers such as environmental education, environmental writing and journalism, environmental conservation and restoration, nature interpretation, anthropology, sustainable development in overseas aid and development programs, and organic market gardening.

Curriculum

The B.A. requires 60 credits of upper division coursework, a minimum of 32 of which must be in Environmental Studies. All program students take an integrated core of six courses: Ecology in Evolutionary Perspective, Cultural Anthropology, either Garden World or Permaculture, Effective Action, Environmental Problem Solving, and an Internship or Community Service Project. Each student also specializes in one of the three Environmental Studies tracks by taking a minimum of an additional 6 credits in either Anthropology, Ecology, or Horticulture.

Students who already hold a bachelor's degree may enter in a one-year Certificate Program in Environmental Studies, which requires successful completion of 30 credit hours.

Faculty: Bruce Byers (Director), Santavee Sethun, Jane Burk, Elake Ocho, Judith Harris, Bob Haward, Anna Forrest Nelson, Alton Pook, Elizabeth Roberts, Oakleigh Thomas, ila

Summer Program faculty have included Bill Devall, and Joanne Macy in 1982, and Tom Hayden in 1983.
Courses

Interdisciplinary Courses

**EDIBLE PLANTS AND SURVIVAL SKILLS**
FACULTY
Added to our curriculum by request of our students, this course teaches some basic principles and skills useful for survival in the natural environment or in urban environments affected by natural catastrophes such as hurricanes or earthquakes. This experientially oriented course, identification, preparation, and utility of native plants for food or medicine will be explored as well as basic wilderness and urban skills and strategies for survival. Offered in alternate years. 3 credit hours. ES200

**ENVIRONMENTAL PROBLEM SOLVING: ACCESSING AND USING INFORMATION**
BRUCE EVANS and JANE BURKE
This course will present both practical and conceptual aspects of addressing environmental problems. A major focus in the class is the development of skills in accessing ecological, anthropological, and agricultural databases, as well as other published and unpublished sources. Skillful synthesis of garnered information and clarity of strategy and decision-making processes will be emphasized. How to write small grant proposals in support of environmental and social projects will be discussed, and students will carry out a project involving a local environmental problem of their own choosing.
Pre-requisite: Senior standing or consent of instructor. Required for Environmental Studies majors. 3 credit hours. ES405/50

**SUSTAINABLE COMMUNITIES**
FACULTY
An exploration of the concept of sustainability from several perspectives: food study, energy, recycling, and proper ecological use of environmental resources, and social harmony and balance. What kinds of societies have met these criteria in the past? Can we create societies which are sustainable on these criteria? In what ways can we evolve a new society? How do we design a sustainable community? Required for all Environmental Studies majors. Spring Semester. 3 credit hours. EUCL/T/20

**ANTHROPOLOGY**

**CULTURAL ANTHROPOLOGY**
SARASWATI BHARANI
An exploration of the various ways human societies have patterned their relationships to the universe, and how these cultural constructs pattern individual perception and experience. Discussion of anthropological theories offers insights into relationships among subsistence patterns, social and family organization, religion and ritual, rites of passage, gender roles and child-rearing, and the culture construction of emotion. Required for Environmental Studies majors. Fall Semester. 3 credit hours. AN12

**PRACTICAL ETHNOGRAPHY: EXPLORING LOCAL SUBCULTURES**
ANNE FORREST HITCHIN
This is primarily a field course intended to prepare students to do ethnographical field work in other cultures through taking observational skills, getting experience and confidence in interviewing people, clarifying one's questions and hypotheses, understanding potential ethnographic methodologies and formats, and developing a sense of ease around those who are conceived as "different" from ourselves. With the help and support of the instructor and the class, the student will select a local subculture for an in-depth three-month study, which will be written up as a ethnography at the end of the term. Offered in Spring Semester, alternate years. Pre-requisite: AR 300 or equivalent. Required for anthropology majors. 2 credit hours. AN240

**LANGUAGE, CULTURE, AND SYMBOL**
EAGLE CRUZ and SARASWATI BHARANI
Language, whether spoken or written, is a rich, complex, and subtle communication form that arranges within the world matrices of body, time, environment, and culture. Our experiences of the world can be subtly and intricately influenced by the languages we speak and the symbolic texts that surround us. This course will introduce some basic concepts of modern linguistic theories, and teach the international phonetic alphabet and major language families of the world. From our consideration of language as a symbolic system, we will then move to an exploration of symbol and meaning in culture as seen through the eyes of indigenous anthropologists such as Geertz, Douglas, Turner, and Levi-Strauss. Offered in alternate years. 3 credit hours. AN245

**CULTURES, GLOBAL SOCIETY, AND THIRD WORLD DEVELOPMENT**
SARASWATI BHARANI
Examining world community meanings confronting the twin issues of third world poverty and environmental degradation, whose historical roots often lie in colonialism, patriarchy, and the workings of the world market. Examinations of selected ethnic, peasant, and urban societies in crisis will help us to explore and understand such issues as shortages of food and resources, overpopulation, environmental degradation, and the consumption of traditional peoples and their cultures. We will explore effective action through considering local, community-based development projects that are culturally appropriate and environmentally sound. Guest speakers will share their experiences. Suggested prerequisite: PHY 105. Required for anthropology and sociology majors. Fall Semester. 3 credit hours. AN295

**CROSS-CULTURAL PERSPECTIVES ON HEALING**
SARASWATI BHARANI
We can all learn from traditional systems for healing individual, social, and environmental illnesses. Case studies from North American, African, Asian, and various other indigenous cultural traditions will be studied. How is health defined and achieved? How do ritual and sacred texts contribute to the healing process? We will explore the nature of the relationships between body, psyche, spirit, community, and nature as they are conceived in selected cultural healing traditions, and learn how this understanding contributes to the healing methods that are used in individual cases. Spring Semester, alternate years. 3 credit hours. AN495

**NATIVE AMERICAN TRADITIONS SEMINAR**
EAGLE CRUZ and FACULTY
Topical will change each semester and may include culture and history of specific Native American groups, ritual and ceremony, or mythologies and teachings. Suggested prerequisites: AN200. Variable credit hours. Fall Semester. AN495/60

**NATIVE AMERICAN CEREMONIAL SOCIETY**
EAGLE CRUZ
The purpose of this seminar is to bring about an awareness of the interdependence of all life, to create genuine thankfulness and humility, and through focusing on songs and prayers to enable us to become aware of the spiritual state of our existence. The focus of this course will be to explore the role of song in the traditional ritual (sweat lodge or the Purification Ceremony), the brinebsey (vision quest or a Vision Ceremony), and the Sacred Pipe Ceremony. The songs and ceremonial practices will be taught in our study, as well as the songs from other traditions and traditions of Native North America. This course is for those people who are interested in participating in traditional ceremonies. Alternate years. 1 credit hour. AN400

**ETHNOLOGICAL SEMINAR**
SARASWATI BHARANI and FACULTY
A different sufficiently complex and well-developed ethnomedical teaching tradition will be studied in depth each time this seminar is offered. Topics may include traditional medicine, traditional medicine, various Native American healing traditions, etc. Relations between the cultural world-view, subsistence pattern, and healing methodologies will be explored. Offered alternate years. Variable credit hours. AN400/50

**ANTHROPOLOGY SEMINAR**
FACULTY
Special topic of current anthropological interest. Prerequisite: AN200. Variable credit hours. AN400
FIELD BOTANY
JANE BLUNN
The field structure is a critical component of the field. It is an introduction to the major biomes of the world, and it will be used as a basis for field study. The class will be an introduction to basic botanical knowledge, and it will provide an understanding of the diversity of plants and their adaptations. This course will introduce students to the major biomes of the world, and it will provide an understanding of the diversity of plants and their adaptations.

FIELD ECOLOGY
GREGORY THORNE, J.
A field course in nature, this class is designed to provide an introduction to the major biomes of the world. It will cover the major biomes of the world, and it will provide an understanding of the diversity of plants and their adaptations. This course will introduce students to the major biomes of the world, and it will provide an understanding of the diversity of plants and their adaptations.

SACRED PLACES IN THE NATURAL ENVIRONMENT
ANNI FORREST KITCHEK
The sacred places in the natural environment are a critical component of the field. They are places of spiritual significance, and they are an integral part of the natural landscape. This course will introduce students to the major sacred places in the natural environment, and it will provide an understanding of their significance and their role in the natural landscape.

DEEP ECOLOGY
GREGORY THORNE, J. and BRUCE BRYERS
An introduction to the major biomes of the world, this course will introduce students to the major biomes of the world, and it will provide an understanding of the diversity of plants and their adaptations. This course will introduce students to the major biomes of the world, and it will provide an understanding of the diversity of plants and their adaptations.

ECOLOGY SENIOR PROJECT
FAULK
A senior project that is focused on the study of the natural environment. This course will introduce students to the major biomes of the world, and it will provide an understanding of the diversity of plants and their adaptations. This course will introduce students to the major biomes of the world, and it will provide an understanding of the diversity of plants and their adaptations.

GARDEN LITERATURE
BOB HOWARD
A comprehensive survey of literature on gardening. This course will introduce students to the major biomes of the world, and it will provide an understanding of the diversity of plants and their adaptations. This course will introduce students to the major biomes of the world, and it will provide an understanding of the diversity of plants and their adaptations.

Horticulture Seminar
BRUCE BRYERS and FACULTY
An introduction to the field of ecology. This course will introduce students to the major biomes of the world, and it will provide an understanding of the diversity of plants and their adaptations. This course will introduce students to the major biomes of the world, and it will provide an understanding of the diversity of plants and their adaptations.

LANDSCAPE AND GARDEN DESIGN
BOB HOWARD
A comprehensive survey of literature on garden design. This course will introduce students to the major biomes of the world, and it will provide an understanding of the diversity of plants and their adaptations. This course will introduce students to the major biomes of the world, and it will provide an understanding of the diversity of plants and their adaptations.

PEERMENTAL DESIGN
BOB HOWARD
A comprehensive survey of the natural environment. This course will introduce students to the major biomes of the world, and it will provide an understanding of the diversity of plants and their adaptations. This course will introduce students to the major biomes of the world, and it will provide an understanding of the diversity of plants and their adaptations.

POTTING AND GERMINATION
BOB HOWARD
A comprehensive survey of the natural environment. This course will introduce students to the major biomes of the world, and it will provide an understanding of the diversity of plants and their adaptations. This course will introduce students to the major biomes of the world, and it will provide an understanding of the diversity of plants and their adaptations.

WATER MANAGEMENT
BOB HOWARD
A comprehensive survey of the natural environment. This course will introduce students to the major biomes of the world, and it will provide an understanding of the diversity of plants and their adaptations. This course will introduce students to the major biomes of the world, and it will provide an understanding of the diversity of plants and their adaptations.
InterArts Studies B.A.: Theater/Dance/Music

Program Description

The InterArts Studies program invites innovative arts students to practice their primary artistic discipline while developing a well-informed relationship with other art forms and contemplative practices. Students are encouraged to find a balance between their personal development and increased collaboration with artists in other disciplines. Contemplative practices clarify and enrich the artistic process.

InterArts Studies consists of three areas of concentration: Music, Dance/Movement Studies and Theater with a minor concentration in "Traditional Eastern Arts." Members of the Arts faculty, many of whom are active in more than one art form, believe that collaboration enables us to artistic patterns, highlights commonalities and adds depth to the personal understanding of one's own journey. Multi-discipline core courses, workshops with visiting artists and formal and informal performance opportunities round out the curriculum.

Traditional Eastern Arts, the contemplative practices and study of world wisdom traditions (in Taï Chi, Aikido, Yoga, etc.), and the sitting practice of meditation are at the center of the InterArts Studies Program. These practices reflect the college's unique approach to developing artistic expression through the syncretization of creativity and increased precision in articulation of personal creative insight.

The InterArts Studies Program encourages cultural diversity and the exploration of cultural traditions that give a context to art. In addition to year-round offerings, the InterArts Summer Program is highly recommended as a way to enrich students' experience.

Core Track courses include:

1. Creative Process/Improvisation — Students learn in improvisation and expression. Ocher focus includes personal warm-up, vocal sounds work, and partner and group exercises. This work leads to the development of skills in each area. The intent of the course is to establish an environment conducive to merging one's personal journey with creative expression. The central concern is the existence of bodies in space and the exploration of relationships that create infinite forms of personal and expanded expression. 3 credit hours, 0A131

2. Creative Process/Composition — This course focuses on individual creative process and the creation of work for performance. There will be training and exploration in the full range of artistic expression - music, text, sound, costumes, sets, props, and environment. This course will be divided into three five-week modules. Each module will be led by one faculty member. 3 credit hours, 0A135

3. Creative Process: Guest Artists — Creating duets, trios and larger pieces through group collaboration and through the work of individual directors is the focus of this class. The content of the work will reflect the agenda of the participants. Overall structure and guidance will be provided by faculty. This class offers an opportunity to collaborate with a large group, develop rehearsal skills, and refine material for presentation. 2 credit hours, 0A945

4. History and Contexts of Art — We will begin by asking the question: "Why do human beings make art?" and proceed to examine the forms the arts have taken through many cultures and eras. Readings, video viewings, writing assignments, experimental work and discussion will provide a variety of approaches to understanding the material. The course will be divided into three five-week modules. Each module will be led by a faculty member from a different discipline. 3 credit hours, 0A130

5. Technical Production Class — This class is designed to introduce the student to the basics of technical theater production. During four class meetings we will discuss various production roles, staging possibilities, the elements of lighting and sound signal flow, and lighting design theory. The hands-on component will include attendance at one light rigging and one technical rehearsal for a scheduled event in PAC. The first project will be creative design presentation. This class is limited to 10 program students. 1 credit hour, 0A944

6. Senior Projects — These projects integrate the learning that takes place in the InterArts Studies program. Assembling one's experience, determining one's primary interests, identifying external resources, and researching possibilities for further education or employment will be encouraged. Students will also receive guidance with their final projects. 3 credit hours, 0A965

InterArts Studies is a new approach to the institution's formal Creative Arts Department. The curriculum is subject to change as the program evolves. Requirements for the InterArts B.A. include:

- InterArts Major Discipline = 24 credits
- InterArts Minor Discipline = 9 credits
- Awareness Discipline = 6 credits
- Traditional Eastern Arts or Meditation Practicum = 1-9 credits

Electives = 21 credits
TOTAL CREDITS = 60 credits

45
InterArts Studies: Theater Studies

Description of the Concentration

Learn how to love the art in yourselves, not yourselves in art. - Constantin Stanislavski

The intention of the Theater Studies concentration is to develop a sense of approach to the art of acting and to provide students with a firm foundation in the basic principles of the craft. At the same time, the interdisciplinary nature of the program allows the student of theater the opportunity to study in several related areas at the Institute. As performers, the more we learn about ourselves, our immediate environment and the world's traditions, the more genuinely creative our personal acting technique becomes.

Emphasis in the program is on an improvisational-based theater technique, and, as such, the training is relevant to those interested in the fields of art therapies, psychology and education, as well as in the performing arts. Students are encouraged to explore the possibilities of theater as a healing art, both as a means to self-regeneration and as a vehicle for compassionate understanding and communal alignment.

The core acting curriculum of four courses consists of: Basic Acting, Character Acting, Munthe Space Awareness and Directed Project. Each semester there are also Acting Labs where performance students have the opportunity to study with guest artists.

A sequence in Buddhist philosophy/psychology is required for the B.A. in Theater Studies (Mediation Practicum) (32350) is taken in order to study the nature of mind. This can also satisfy 3 credits of the Institute's contemplative requirement for B.A. students. Buddhist Psychology: Mind and Compassion (PY372) introduces the traditional five Buddhist tenets or energies as a ground for understanding emotional styles and character development. Space Awareness/Self-Expression (PY350) develops this ground by presenting the Munthe Space Awareness work of Oshoyan Thangpa Rinpoche, which he designed especially for the training of Western performers.

To satisfy the senior project requirement for B.A. students and to demonstrate mastery of the discipline of theater, students may either prepare a performance and document the rehearsal process by writing an accompanying paper, or they may write a research paper on an aspect of theater.

Requirements for Creative Arts B.A.: Theater Studies

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Theater Courses</td>
<td></td>
</tr>
<tr>
<td>Basic Acting</td>
<td>2</td>
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<tr>
<td>Character Acting</td>
<td>3</td>
</tr>
<tr>
<td>Munthe Space Awareness</td>
<td>3</td>
</tr>
<tr>
<td>Directed Project</td>
<td>3</td>
</tr>
<tr>
<td>Theater Studies Elective</td>
<td>2</td>
</tr>
<tr>
<td>Technical Theater</td>
<td>1</td>
</tr>
<tr>
<td>Voice &amp; Sound</td>
<td>3</td>
</tr>
<tr>
<td>Acting Labs*</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>28</td>
</tr>
</tbody>
</table>

*Your Acting Labs must be taken. 1.5 credit hours per lab.

Total Credits in Theater Track: 24 credits
Credits in Minor Discipline: 8 credits
Awareness Disciplines: 9 credits
Electives: 18 credits

**TOTAL CREDITS: 60 credits

Students in Theater Studies are encouraged to consider the Study Abroad program in their second year. The 12 credits of the Fall semester in Nepal can be substituted for the Fall Theater courses. However, the Spring semester in Bali cannot replace the senior project requirement and would extend a student's course of study beyond two years (four semesters).

Recommended Electives

Dance
Contemporary Dance Forms
Body-Mind Centering
Creative Process
Dance of Cuba and Haiti
Dance of Africa
Music
Music of Cuba and Haiti
Music of Africa
Gamester Ensemble
Machistship
Music of South Africa
Contemplative Psychology
Cognitive Studies
Expressive Arts in Healing

One-Year Certificate Program

The Certificate Program in Theater Studies includes the four core courses listed above for B.A. students. Three credits of Acting Labs and electives from theater studies and other InterArts Studies at the Institute complete the 30 credits required for the Certificate.

Requirements for the Certificate Program in Theater Studies

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Basic Acting</td>
<td>3</td>
</tr>
<tr>
<td>Character Acting</td>
<td>3</td>
</tr>
<tr>
<td>Directed Project</td>
<td>3</td>
</tr>
<tr>
<td>Munthe Space Awareness</td>
<td>3</td>
</tr>
<tr>
<td>Self-Expression</td>
<td>3</td>
</tr>
<tr>
<td>Acting Labs*</td>
<td>15</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>30</td>
</tr>
</tbody>
</table>

Total required credits: 30

*Two Acting Labs must be taken. 1.5 credit hours per lab.
Courses

Fall

DIRECTED PROJECT  
FACULTY
Under the direction of faculty, students will produce a performance event. Due to the nature of theater, it is impossible to predict what it will be in advance. The performance will be the product of a group collaboration, the rehearsal and performance of a script, or alternatively, a variety of solo performance pieces. The traditional difficulties in theatrical creation—translation of concept into theatrical image, form, and function into performance space, working with other people, and so on—are seen as challenges and opportunities for the performance student. 3 credit hours. TH352

TECHNICAL THEATER AND PRODUCTION CLASS  
CATHERINE CLARK
This class is designed to introduce the student to the basics of technical theater production. During four class meetings we will discuss various production roles, staging possibilities, the elements of lighting and sound signal flow, and lighting design theory. The hands-on component will include attendance at light-tight shows and a technical rehearsal at a scheduled event in PAC. The final project will be a design presentation proposal. The class is limited to ten program students. 2 credit hours. TH444

Spring

MUDRA SPACE AWARENESS/Self-Expression  
LIEE WOOLERY
Space can seem restful or benevolent, seductive or enriching. One can either fight the situation or work with it as a creative means by recasting it as such. Our perceptions are colored by need or heightened by openness. This course explores Mudra Theatre exercises designed for performers by Chogyam Trungpa Rinpoche, with theater exercises taken from the work of 20th century Western directors and work with quality of space and form exemplar in the form of the mudra. 3 credit hours. TH400

DIRECTED PROJECT  
LIEE WOOLERY
This course will focus on the elements of the Mudra Theatre exercises designed for performers by Chogyam Trungpa Rinpoche, with theater exercises taken from the work of 20th century Western directors and work with quality of space and form exemplar in the form of the mudra. 3 credit hours. TH400

CHARACTER WORKING  
LIEE WOOLERY
This course will focus on the elements of the Mudra Theatre exercises designed for performers by Chogyam Trungpa Rinpoche, with theater exercises taken from the work of 20th century Western directors and work with quality of space and form exemplar in the form of the mudra. 3 credit hours. TH400

DISCOVERING YOUR PERSONAL GLOW  
JANET MULHAN  
DAVID GOOSEY
Inside of everyone there is a clown, a shy, an "uncorrupted" child. Most of the time we wear different masks of knowing, so if nothing, nothing will surprise us. With the goal of unmasking all of us, we will search for ourselves as we are: unknowingly, unknowingly, and move. Using our bodies and movement as a base, we will use the animal magnet. Read, note, to guide us in our unmasking. This workshop will begin by taking a group class at how each individual moves and how that can he a clue to our sense of humor about ourselves and others. As an improvisation, we will all be present to react to the task that motivated the European tradition of circus clowning, "make us laugh." Often, to our surprise, what we think is funny and what is funny is very different. 1 credit hour. TH400

ACTING LAB  
FACULTY  
(See Fall course listings)1.5 credit hours. TH301-354

Electives  
(Courses are cyclical and not offered every year.)

STORYTELLING THEATER  
LORRAINE SIMMS
Storytelling is a dynamic solo performance which combines the spontaneous creation of the story through words, movement, rhythm and intonation. Understanding the structure and meaning of the story and realizing the nature of enunciation. It will explore the art of the storyteller while developing ways to bring to the 1 credit hour. TH200

PLAYWRITING WORKSHOP  
JEAN CLAUSDE VON ITALIE
This course is unique. It's a way to approach playwriting. Students will spend four days working on plays. In order to participate, students must commit to attending class each day. The course is designed for students who have some experience with playwriting, but is open to all who are interested. 1 credit hour. TH450

CHARACTERS FROM WORLD LITERATURE  
LARRY HARRISON
How can we learn to tap the resources of our imagination? How can we bring characters to life on the stage? In these classes, we will explore the characters brought to life by great authors of the past. We will read the plays of Shakespeare, Moliere, Goethe, and Chekhov, and we will see how their stages were filled with our inner selves. 1 credit hour. TH450

ORAL INTERPRETATION: COMMUNICATING THE TEXT  
STEVE CLOPONIE
This course will focus on the process of adapting written and spoken language to the stage. The class will focus on the communication of text to audience. Source material will include monologues and contemporary dramatic literature as well as myths, fairy tales, original text and personal stories. Exercises will include creating skills in speaking, listening, and using language; synthesizing visual and physical presence and intention; and interpreting with sounds, words and gestures. 2 credit hours. TH512
InterArts Studies: Dance/Movement Studies

Description of the Concentration

B.A. and Certificate degrees are awarded in InterArts Studies with a concentration in Dance/Movement Studies. Students may design their curriculum as a Dance Track or as a Dance Therapy track.

The Dance Track serves a community of young artists creating and performing new dances with input from guest artists and with study in the fields of Traditional Eastern Arts, Theater, Music, technical production and contemporary skills.

The Dance Therapy track immerses students in a well-rounded dance program, while studying the theory and practice of Dance Therapy. Courses in Psychology and various Expressive Arts studies serve as a minor concentration.

Whether a student is primarily interested in practicing dance as an art form, or as a tool for working sympathetically with others, the Dance/Movement Studies concentration provides ample ground for exploring the creative process.

Within each track, the program consists of five major areas:

1) Awareness Practices including
   a) Traditional Eastern Arts and Meditation
   b) Contemporary Dance Forms including non-Western forms and Contact Improvisation
   c) History/Contexts and Critical Studies
   d) Body-Mind Centering
   e) Specialization in one of the following:
      a. Dance Track: Creative Process and Performance
      b. Dance Therapy Track: Movement as a Healing Process

In addition to year-round course offerings, there are ongoing InterArts improvisation, Contact Improvisation seminars, numerous performance opportunities and intensive workshops available in the Summer Program.

Full-time Faculty: Diane Suite (Chair)
Patricia Arch: Susan Alley, Jennifer Beard, Christine Caldwell, Barbaresa Gillies, Margaret Iseman, Andrew Lameux, Carol McDowell, Mary McKern, Polly Mothers, Kevin Staple

Dance/Movement Studies: Dance Track Requirements:

First Year - Fall Credits
Dance Foundations 2
Body-Mind Centering I 3
Technical Production 1
SUBTOTAL 6

Spring
Contemporary Dance Forms I 2
Creative Process I 3
Imagination (modules) 3
SUBTOTAL 8

Second Year - Fall
Contemporary Dance Forms II 2
Creative Process II 3
Composition (modules) 3
SUBTOTAL 8

Guest Artist 2

Spring
Contemporary Dance Forms III 2
Creative Process III 3

Second Year - Fall
Contemporary Dance Forms IV 2
Creative Process IV 3

Highly Recommended Electives:
   Ethnic Dance, Dance Therapy, Dance of West Africa, Dance of Haiti
   Theatre, Poetry, African, Asian Space
   Awareness, Character Acting, Voice and Sound
   Music, Music of Africa and Haiti, Music Theory I, Music Skills I, Recording Studio

Dance/Movement Studies: Dance Therapy Track Requirements:

First Year - Fall Credits
Dance Foundations 2
Dance Therapy I 1.5
Dance Foundations 2
Body-Mind Centering I 2
SUBTOTAL 6.5

Spring
Dance Therapy II 1.5
Contemporary Dance Forms I 2
Creative Process I 3
Body-Mind Centering II 3
SUBTOTAL 9.5

Second Year - Fall
Dance Therapy II 1.5
Creative Process II 3
Contemporary Dance Forms II 2
Creative Process II 3
SUBTOTAL 6.5

Note: It is strongly recommended that two of the above courses be taken during the Summer Program.

Total Credits = 60 credits

Recommended Psychology Minor = 8 credits
Total Credits in B.A. Program = 65 credits

51
Courses

Fall

CONTEMPORARY DANCE FORMS I & II
DIANE BUTLER-CARLOS, M.D.

"The best dancers are transparent, you can see right through them," said Alvin Ailey. Explorations in movement and dance during this century have provided us with a rich heritage of dance forms from the modern and post-modern dance eras. Classes will cover techniques of contemporary dance forms as a way of knowing the body through image and sensation. Though a daily practice of these forms, attention is given to alignment, strength, fluidity, movement phrasing, spontaneity and presence. Forms classes involve/are designed for all students at almost all levels. Each module will be led by one faculty member. 1.5 credit hours. MO364

CREATIVE PROCESS/COMPOSITION
DIANE BUTLER, LEE WICKLEY, BARBARA DELILEY

This course focuses on the creative process and the creation of work for performance. There will be an encouragement to experiment with the full possibilities of artistic expression - music, text, sound, costume, sets, props, and environment. The course will be divided into five weekly modules. Each module will be led by one faculty member. 1.5 credit hours. P215

BEGINNING MOVEMENT STUDY
FACULTY

This class is recommended for students of various discipines to experience the study of movement. Each class will begin with free warm-up skills, alignment work, stretch, and strength building exercises. The second half of the class will concentrate on learning movement patterns, individual presentation, and ensemble work. The course is open to students with no previous movement work and beginners. 1.5 credit hours. MO305

CONTEMPORARY IMPROVISATION: ADAM LEVIN

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 will follow a general progression of contact improvisation skills, such as rolling, falling, taking and giving weight, playing with momentum and gravity, discovering edges and levels, and exploring different densities and textures of touch. Through making contact, building trust in oneself and receiving and giving support, we will develop these skills in individual, partner and group dance. Familiarization and more advanced contact improvisers are welcome. Class meets once a week and a weekly practice session is required. 1.5 credit hours. MCD34

DANCE THERAPY I
M. COLE, MCMASTERS

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 will follow a general progression of contact improvisation skills, such as rolling, falling, taking and giving weight, playing with momentum and gravity, discovering edges and levels, and exploring different densities and textures of touch. Through making contact, building trust in oneself and receiving and giving support, we will develop these skills in individual, partner and group dance. Familiarization and more advanced contact improvisers are welcome. Class meets once a week and a weekly practice session is required. 1.5 credit hours. MCD34

DANCE THERAPY II I
MI. COLE, MCMASTERS

FACULTY

We will focus on developing movement relationships with different individuals through empathic movement and verbal exchange. This evolving discipline supports increasing intimacy, which is the growth of the feeling relationship and, eventually, active participation in and support of another's process. Using the groundwork of increased authenticity of presence and movement provided in the first part of the course, we will extend our refined awareness of self and other into the movement process of group. 1.5 credit hours. MCD35

BODY MIND CENTERING I: FOUNDATIONS AND ANATOMY
SUSAN APOPHAN

The focus of this class is on basic patterns of movement. We will experience our own patterns in a very direct way, and discover ways to further develop and transform "movement patterns" both in ourselves and in others. The vehicle for this study will be body-mind centering, an approach to movement rediscovery and analysis developed by Bonnie Bainbridge Cohen. This class includes a detailed study of early "motor development" as well as beginning an experiential study of anatomy, which will be completed in MD521. Prerequisite: Movement Studies I, Program student or permission of instructor. 3 credit hours. MD505

CONTACT IMPROVISATION
ADAM LEVIN

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 will follow a general progression of contact improvisation skills, such as rolling, falling, taking and giving weight, playing with momentum and gravity, discovering edges and levels, and exploring different densities and textures of touch. Through making contact, building trust in oneself and receiving and giving support, we will develop these skills in individual, partner and group dance. Familiarization and more advanced contact improvisers are welcome. Class meets once a week and a weekly practice session is required. 1.5 credit hours. MCD34
THE DANCE OF WEST AFRICA
MARTY McCLEARY
In this class, we will explore the traditional dances, songs and rhythms of West Africa. These dances are fun, energetic, and enjoyable community spirit. As is fundamental to the rich musical tradition, we will work closely with the Music of West Africa class. The semester will culminate with a performance from both classes. 2 credit hours. MD305

Spring

CONTEMPORARY DANCE FORMS: FOUNDATIONS, I & II
Continuation of Contemporary Dance Forms I & Foundations. (See description under fall courses.) 2 credit hours. MD301, 305

CREATIVE PROCESS/IMPROVISATION
DANNY BUTLER, VIOLET HASTIE, BARBARA JILLEY
Students learn improvisation and learn the mechanics of movement expression. Classwork includes personal warm-up, voice work and partner and group exercises. The leads to the development of skills in each area and, finally, to performance. The intent of the course is to establish an environment conducive to merging one's personal journey with creative expression. The central concern is the existence of bodies in space and how that re-empowers creativity within forms of personal and expanded expression. 2 credit hours. MAC17

DANCE THERAPY II
NICOLI MONTAFER
This course will provide a more in-depth study of dance therapy theory, including the facilitation of body/mind awareness, the development of body image, and how to work with body metaphor and symbolism. Aspects of healing in the dance milieu will be explored, with an emphasis on improvisation and creative process. 1 credit hours. MT482

DANCE THERAPY IV
CHRYSTINE CALLOWELL
The purpose of this seminar will be to examine vocational and graduate educational choices and to work with the students' learning experience in dance therapy. 1.5 credit hours. MT482

SENIOR PROJECT
INTERNSHIPS FACULTY
The class focuses on the learning that has taken place in the Internship Studies program. Assessing and integrating one's experience, determining one's primary interest, personal assets and external resources, and researching possibilities for future education or employment will be explored. Students will also receive guidance on their final projects. 3 credit hours. MAC51

BODY MIND CENTERING II:
ANATOMY AND KINESIOLOGY
SUSAN ARAGHYAN
Continuing from Body Mind Centering I, the focus is on understanding the training, movement in a way that is direct and precise way which allows for transformation and further development. This course includes further study in experiential anatomy and kinesiology (the study of the human body in motion), which includes details of the muscular-skeletal system and the dynamics of posture and alignment. Prerequisite: MD302 or permission of the instructor. 3 credit hours. MD301

HISTORY AND CONTEXTS OF ART
INTERNSHIPS FACULTY
We will begin by asking the question Why do human beings make art? and proceed to observe the forms the arts have taken through many cultures and ages. Readings, video screenings, writing assignments, experimental work and discussions will provide a variety of approaches to understanding the material. The course will be divided into three five-week modules. Each module will be led by a faculty member from a different discipline. 3 credit hours. MAC452

THE DANCE OF HAITI
MARTY McCLEARY
Songs, dances, and rhythms from the Haitian voudun tradition, used to accompany spirit possession ceremonies, will be taught in this performance-oriented class. The basic movements of this elaborate African dance style will be covered, as well as the basic language of the rhythms. Dancers will work with musicians from the Musica of Haiti class on three traditional pieces. Towards the end of the semester, we will prepare a performance. 2 credit hours. MD305

DANCE THERAPY GROUP
COMMUNITY THERAPIST
Integral to the understanding of the field of dance therapy is to have personal experience with it. This group provides the opportunity to explore issues that arise for the participants, both as individuals and as a group. Non-credit CORE
InterArts Studies: Music

Description of the Concentration

The disciplined musician is present and fully open to the exactness of pitch, rhythm and musical color. The study of music is a focusing and clarifying process that embraces the body, mind and emotions. At the Napapa Institute, the emphasis is on the power of music to uplift oneself and others.

Music theory courses are related in a practical way to actual performance and composition. They include intensive pitch and rhythmic training, as well as melodic and harmonic studies in both Eastern and Western music, with an emphasis on contemporary jazz. History of music classes stimulates the student's creativity by developing a sense of the world's musical heritage.

The Napapa Institute also offers private music lessons designed to develop instrumental proficiency, as well as ensemble performance classes in various forms of improvised and scored music. Music students are required to take no less than 4.5 or more than 12 credits of private lessons per year toward their BA degree. Five hours of contact time is the equivalent of one credit of study.

Requirements for InterArts B.A. Concentration in Music

Music Courses
- Music Theory I, II 3 credits
- Music Appreciation 3 credits
- Music Skills I, II 6 credits
- Introduction to Recording Studio 2 credits
- Private Lessons 4 credits
TOTAL: 24 credits

Music Electives
- 6 credits

Total: 30 credits

Recommended Electives

Music:
- Private Lessons, Elective Ensemble, Jazz Ensemble, Chamber Ensemble, Improvisation I, Listening to Jazz and Blues, Music of Africa, Music of Cuba and Haiti, Balinese Gamelan

Theater Studies:
- Basic Acting, Voice and Sound

Dance/Movement Studies
- Body Mind Centering, Creative Process/Improvisation

Requirements for the Certificate Program in Music

Music Theory I, II 3 credits
Music Skills I, II 3 credits
Music Appreciation 3 credits
Private Lessons 6 credits
Music Elective 3 credits
TOTAL: 15 credits

Full-time faculty: Bill Douglas, Mark Miller
Part-time Faculty: Don Campbell, Scott Johnson, Art Lande (private study)
THE MUSIC OF AFRICA

GEORGE JOHNS

Traditional songs, rhythms and dances from Africa will be taught using basic drums, foot beats, shakers and a six-foot long wooden xylophone. Students will collaborate with the African dance class and perform together at the end of the semester. 3 credit hours. MUS 2070

IMPROVISATION I

MARK MILLER

Beginning with free music and working very gradually with more complex forms, students will explore various modes of individual and group improvisation. Through the use of games, exercises, and simple composition, each student will be encouraged to explore his or her musical identity. In this class, we will learn by doing. The class is open to all instruments as well as non music majors. 2 credit hours. MUS 3156

PRIVATE MUSIC LESSONS I

MUSIC MILLER

Through games, drills, singing, and playing, we will expand our rhythmic awareness, pitch, notation, flexibility, and ear training abilities. Subjects explored will include reading rhythms, translating rhythms into jazz, rhythmic improvisation, hearing intervals, hearing and matching demisemiquavers, hearing the bottom and middle of chords, identifying chord colors, and identifying both modal and rhythms. Permission of the instructor. 3 credit hours. MUS 3220

ECLECTIC ENSEMBLE I

FACULTY

An improvisational ensemble open to the music of any discipline including jazz, world music and students' compositions. Students will audition to be placed in an ensemble with those of like interests and abilities. 1.5 credit hours. CREDIT. MUS 3456

RAUNIERE GAMELAN ENSEMBLE

GEORGE JOHNS

An introduction to the traditional music of Bali will be given in this class using The Naropa Institute's own gamelan orchestra. Gamelan is a musical form dominated by percussion instruments such as gong, xylophones, drums, and syymbals, and is often used to accompany dance, theater or puppetry. 1.5 credit hours. CREDIT. MUS 3456

MUSIC OF GUA and HAITI

GEORGE JOHNS

Traditional rhythms for goura drums, belts, and shairay (drum and cymbals) are taught and performed. These are exciting musical styles. Session forms from Haiti voodoo will be taught in a hands-on format including rhythmic exercises, instrumental techniques, and lots of playing and singing together. 2 credit hours. MUS 3903

LISTENING TO JAZZ: A HISTORY OF AFRICAN AMERICAN MUSIC ON RECORD

MARK MILLER

Open to all students, this class will explore the multifaceted tradition of African American music in the 20th Century. Including jazz, blues and related forms. By listening to recorded examples and to live music, the historical, formal and improvisational elements of this rich musical tradition will be examined. 2 credit hours. MUS 3003

PRIVATE MUSIC LESSONS II

FACULTY

See Fall course listing for all credit hours. MUS 3250

ECLECTIC ENSEMBLE II

FACULTY

See Fall course listing for all credit hours. MUS 3950

CHAMBER ENSEMBLE II

MUSIC MILLER

See Fall course listing for all credit hours. MUS 3950

RAUNIERE GAMELAN ENSEMBLE

GEORGE JOHNS

See Fall course listing for all credit hours. MUS 3950

INTRODUCTION TO THE RECORDING STUDIO

FACULTY

This class will study the production and composition of music in the studio and the art of making music. Exams and the behaviors of sound and synthesizers will be explored as well as the art of working with musicians and other students. 2 credit hours. MUS 3010
InterArts Studies: Traditional Arts (B.A. Minor)

Description of the Minor

The idea of traditional arts is to translate a spiritual understanding into physical movement and concrete situations. Traditional Arts emphasize the development and use of internal energy (in Chinese, ch'\il; in Japanese, ki) and provide the skills and training for the integration of body, mind, and spirit. Studies in Traditional Arts at The Ramps Institute are an evocation of spirit, which recognizes the unity of opposites (yin and yang) and the unity of all things.

Traditional practices currently offered at the Institute include: Tai Chi Ch'\ulian, Aikido, Yoga, and a Bhuddhism Meditation Practicum. Out-of-residence courses that may be taken for Institute credit include Kyo-do, Reiki, Tea Ceremony, and Budo. Courses taken in the Traditional Arts Department may be taken as a general elective, as part of an interdisciplinary Studies Major, as a minor field of concentration, or as full credit of the traditional curricular requirements.

Full-time Faculty: Baisen Falgoz, Janet Falgoz

Part-time Faculty: Van, Shihabe Sereen and Directors of Kyudo Kyodo, Kyoko Kita, Sereen, Voici Weiner Banfield, Jude Biloz, Ravi Vyas, Deanne Howard, Bill Schiffer

Tai Chi Ch'\ulian

The Chinese say that whoever practices Tai Chi Ch'\ulian will gain the plenity of a child, the health of a lumburack, and the deance of mind of a sage.

- Grand Master Cheng Man-Ch'ing

Tai Chi Ch'\ulian is translated as "Supreme Ultimate System of Self-Cultivation." It is an ancient Chinese exercise consisting of slow, relaxed movements. For the body, it is an exercise. For the mind, it is a study in concentration, will power, and meditation. The exercise consists of 37 movements which are performed in slow, continuous sequence. They emphasize complete relaxation, accuracy of motion, and correct breathing. As the body is given a chance to relax within action, one experiences that we can be lived and will work accomplished with less effort. The concept of chi, the intrinsic energy which animates all living phenomena, plays a central role in the training. T'ai Chi Ch'\ulian interferes with the flow of chi in our bodies, and the purpose of T'ai Chi Ch'\ulian as an exercise is to restore the normal flow of chi by dissolving this tension. When practiced regularly, it can produce improvements in our mental, physical, and emotional health.

The short form, Yang Style, of Grand Master Cheng Man-Ch'ing will be taught.

Aikido

True Bud\ichi seeks for bringing the inner energy of the Universe to order, projecting the peace of the world and mankind, as well as preserving, everything in nature in its right form. In other words, I have realized that practicing in Bud\ichi is tantamount to strengthening, within my body and soul, love of God who begins, preserves and nurtures everything in nature.

- O'Sensei, Morita Ueshiba, Aikido Founder

Aikido is a modern, non-competitive Japanese martial art, the roots of which lies in the ancient tradition of Bud\ichi. Aikido skills are developed through daily partner practice so the discipline is simultaneously a study in the art of relationship. The forms and metaphors of the practice express harmony with self, others, and nature.

While developing skills of self-defense, we gain better balance, concentration, perception, and coordination.

Courses

T'ai Chi Ch'\ulian LEVEL I

JANE OR BATIAN FASDAD

The first half of the form will be introduced. Basic principles and theory of Tai Chi Ch'\ulian will be discussed. 3 credit hours. TAJ/301

T'ai Chi Ch'\ulian LEVEL II

JANE OR BATIAN FASDAD

The time half of the form will be presented. The second half of the form will be taught. 3 credit hours. TAJ/301

T'ai Chi Ch'\ulian LEVEL III

JANE OR BATIAN FASDAD

The entire form will be presented. 3 credit hours. TAJ/302

T'ai Chi Ch'\ulian LEVEL IV

PUSH HANDS

JANE OR BATIAN FASDAD

The exercises of Tai Chi Ch'\ulian is the most immediate practical application of the Tai Chi Ch'\ulian form. Students learn to relax while in relationship with someone else's energy. They experimentally learn the principles of inner and outer balance and the power of yielding, and begin to utilize these principles not only in the push hands situation but in everyday situations as well. Push hands processes our tension and resistance in the body. Minimum prerequisite: completion of the form and form correction. By permission of the instructor. 3 credit hours. TAJ/303, COR
T'AI CHI CH'UAN: LEVEL VI — SWORD FORM
JANE or BATAAN FREGIO
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 would 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. 1 credit hour. TA330. OGR

Any level of T'ai Chi Ch'uan may be repeated for credit if recommended by the instructor.

AIKIDO I
JUDGE BURZ
The first-level course introduces students to basic Aikido defense responses, and simultaneously teaches the art of falling. Emphasis will be placed on extending energy, creating aliveness in the "conflict" situation, and transforming the encounter to one of excitement and harmony. 3 credit hours. TA300.

AIKIDO II
JUDGE BURZ
The second-level course builds directly on the previous class, creating sharper, more refined responses. Greater awareness and sensitivity will be developed. 3 credit hours. TA320.

YOGA
RAV D'YERBA
This class will present an introduction to the basic tradition of Raja Yoga. The student will 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. This yoga helps us live more in the present moment by shifting our attention to our body, sensations and feelings. The practice teaches us to engage in a gentle dialogue with our breath, our breath’s inner, our spine, and our moment-to-moment experience. The result is a plasia more self-aware mind and a more relaxed yet invigorated state of being. The student will explore body and mind synchronization through Iyengar Yoga, basic yoga in a class, restorative yoga in a class, and Vinyasa Yoga (breath awareness and control). Lay Yoga (work with the chakras), Iyengar Yoga (breath and meditation practices), and karmal (meditation practices). 3 credit hours. TA330.

SHAMBHALA MEDITATION PRACTICUM
BILLY SCHAEFFER
This class will present an introduction to meditation that was introduced at this institute by Chagdud Tulku Rinpoche. Weekly talks provide a thorough training in the meditation practice, and the class explores the issues of emotional excess, becoming genuine, taking social responsibility and understanding the sacredness of the world. The class will include weekly discussion groups, film presentations, meditations, and daily meditation practice. 3 credit hours. TA330.

Out-of-Residence Courses

INTRODUCTION TO KYUDO:
LEVELS I - II
INSTRUCTORS OF KYUHO KYUJUJO
Kyudo, "the way of the bow," originated in China and Japan and is strongly influenced by the Zen tradition. It is not a competitive sport. According to the Zen, Kanjiro (Shiba Sani), "The ultimate goal of Kyudo is to perfect your mind." This statement begins with a basic introduction to the practice. No previous experience or equipment is necessary. Students are introduced to the notion of "Kyudo Mind," an attitude or understanding essential to beginning the discipline. There will be instruction in how is shot, via the basic form known as "the seven coordinates." When a student's shooting style is steady, instruction in distance shooting (26 meters) may be given by permission of the chief instructor. Kyudo Kyujo is located in north Boulder and provides traditional Japanese archery environment in which students can experience the art of Kyudo in a meditative setting. 3 to 4 credit hours. OGR.

IKEDAMA: JAPANESE FLOWER ARRANGING
KYUHO KYUJUJO
Sogesaku School, in cooperation with Nakaoka Ikedama School, is preparing this select course on Japanese flower arranging. Kyuho Kyujo, Sogesaku, is one of the foremost Ikedama teachers in this country. Students of any level from beginning to expert are welcome. Emphasis is on Ikebana as an contemplative or "sham" art, using the discipline of the Sogesaku School as a base. 1 credit hour. OGR.

JAPANESE TEA CEREMONY
HIDSU WITMER, SENGO
In the simple practice of the Tea Ceremony, students can learn the meaning of harmony, respect, purity and tranquility. Beginning with the spiritual care of the utensils and the offering of guest and host, moving on to the practice of several basic forms of tea, the class offers the art of tea as a true expression of the Japanese spirit. 1 to 2 credit hours. OGR.

BUGAKU
DIESSE HOWARD
Bugaku is the dance of the Japanese Imperial Court, dating from the 5th Century. This spectacle was assimilated from the various courts of Asia. Ancient and always fresh, Bugaku proclaims the richness and natural power of nature. The dancers are in a harmonious costume and include fantastic masks. The music, said to be both alien and hauntingly familiar, is the oldest living orchestral music in the world today. Students will learn the dance, "Tragedy and Dragon Flighting in the Sun." This class will be taught by Diesse Howard of the Nakamichi Gangaku Society, which is directed by Sumimoto Togo, Sensei, a former member of the Japanese Imperial Household. He currently teaches at UCLA. 1 to 2 credit hours available. OGR.
Religious Studies B.A.

Program Description

In the B.A. Religious Studies program, students examine the major religions of the world as living traditions, in both historical and contemporary perspectives. Our approach draws from the whole discipline of history of religions, and from a commitment to presenting traditions from perspectives sympathetic with the living religious communities themselves. This approach honors the distinctive pieces of contemplative traditions and practices within many of the world’s great religions.

The Religious Studies course offerings are in the following areas:

1) Examinations of major contemporary approaches to the study of religion;
2) Introductions to the major world religions (Buddhism, Hinduism, Christianity, Judaism, Islam, Native American traditions, and the religions of East Asia);
3) Electives providing the opportunity for further exploration in several additional areas (Psychology, Anthropology, Tibetan Language, and advanced study courses in Buddhism);
4) Course offerings in meditative disciplines, such as sitting practice and Traditional Arts.

Three-Year B.A./M.A. For students interested in Buddhism, the Institute offers a three-year B.A./M.A. program, available to undergraduate students with 90 semester credits prior to enrolling at the Institute. In this program, students may complete the requirements for the Buddhist Studies M.A. degree, with comparative religion or Tibetan language emphasis, while finishing the Religious Studies B.A. requirements. Many advanced Buddhist Studies courses are also open to Religious Studies majors, in sequence.

Study Abroad. Each year The Naropa Institute offers semester-long study and practice programs in Tibet, and in Nepal, available as an option for B.A. Religious Studies credit. These programs explore the rich connection between religion and culture in traditional societies, and the contemplative and experiential dimensions of education. Participation in these programs by petition only. Requirements for the B.A. in Religious Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Introduction to Religion</td>
<td>3</td>
</tr>
<tr>
<td>Meditation Practice</td>
<td>3</td>
</tr>
<tr>
<td>One or more three-credit courses in each of three different religions (see above for offerings)</td>
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<tr>
<td>Two electives in one or more of the following areas: Buddhist Studies, Psychology and Religion, Meditation Practice, Traditions Asian Contemplative Disciplines, Tibetan Language</td>
<td></td>
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<tr>
<td>TOTAL</td>
<td>24</td>
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Total required credits in the major: 24
Total upper division credits 60

Note: Students may fulfill general elective requirements for the B.A. degree by taking additional electives in Religious Studies, if they so desire.

Courses

First Year - Fall

MEDITATION PRACTICUM I

JUDD SUMMER-BROWN and FACULTY

This course introduces students to sitting meditation practice. Taka emphasizes the importance of practice in Tibetan and Mahayana Vajrayana. The course format includes talks, discussions, weekly individual meetings with meditation instructors, and daily meditation practice.

NIKAYA BUDDHISM

JUDD SUMMER-BROWN

An introduction to the thought of early Buddhism and of the "16 Schools" of N ikaya Buddhism. Examination of the various central doctrines of Buddhism in the early literature will be followed be a survey of the Abhidharma, the tradition of psychology of mind and emotions. 3 credit hours. 60079

INTRODUCTION TO RELIGION

REINALD PAY

This course introduces the study of religion and focuses on the history, ideas and practices of selected religious traditions of the great religious traditions. 1 credit hour. 60076

CONTEMPLATIVE CHRISTIANITY

BRIAN MCMAN

A brief overview of the diverse theory and practice of Christian spirituality throughout its 2000 year history, combined with a more detailed analysis of several primary texts by such figures as the Desert Fathers, John Climacus, St. John of the Cross, Thomas Howard and Thomas Merton. (Offered Fall 1993). 3 credit hours. 60337
TIBETAN I
ANN HEILM

As an introduction to reading and speaking Tibetan, this course will begin with learning the alphabet and pronunciation and spelling Tibetan words. We will memorize the reefuge chant, the mantras, the mandala, and the Four Dharmas of the Path. Incorporating the study of grammar, we will translate sections of the Sarva Dharma and the Texts of the Rose of the Bardo. These texts, in terms of speaking Tibetan, we will learn: verbs, nouns, has simple conversations, and practice asking and answering questions. Students should expect to study 6 hours per week outside of class. 4 credit hours. BL5050

Buddhist civilization
REGINALD RAY

A basic introduction to Buddhist tradition in Asia, designed for all Naropa Institute students. Topics include distribution of basic Buddhist perspectives, ideas and practices. Buddhist meditation in visual art, literature, philosophy, and biological thought and the impact of Buddhism upon the religious, cultural, social and political lives. 3 credit hours. BS5392

Contemporary hinduism
SARVAGODY BUNHAMAN

An introduction to the history, ideas, and practices of Sufism, the major tradition of contemporary Islam. Reading from Sufi master Molana Hazrat Ali Hamadani's Inscant Sufi classics, and scholarly studies will help us understand this ancient and iconoclastic tradition. 3 credit hours. BC5392

First Year - Spring

MEDITATION PRACTICUM II
JUDE WHITMER-BROWN AND FACULTY

This course continues the instruction in meditation practice begun in the fall semester, emphasizing existing Meditation practice, including the generation of an enlightened-attitude (bhuddogacchana), the practice of the perfection (perfections), the training of the mind (dhyana), and exchanges of self and other (tonglen). 3 credit hours. BS5385

Buddhist Buddhism
JASON SANDER-BROWN

This course provides a basic introduction to the main ideas, concepts, Literature and Philosophy of Mahayana Buddhism in India. Emphasis is on the Mahayana ideal and its expression in the various dimensions of Mahayana literature and on teaching from the primary source literature of the Mahayana. 3 credit hours. BS5380

TIBETAN II
ANN HEILM

Continuation of Tibetan I. 4 credit hours. BS505550

Second Year - Fall

MEDITATION PRACTICUM II:
MANDALA AND MANDRA
MARKUS ALSTROM AND GRAY SHOLO

This course continues the previous practice in meditation, emphasizing Vajrayana topics such as the mandala, mandra, and meditation on the importance of the particular meditation and samadhi relationship with the self and external environment. This course is open to students who have studied for one year or more. 3 credit hours. BS5380

Contemporary Judaism: the Knowing Heart
RABI MOORES AND JASON DAVY

This course is an introduction to the study of Jewish thought, based on the work of Rabbi Daniel Lapin, a 17th-century Kaballistic philosopher, who developed the modern system of philosophy. 3 credit hours. BS5392

WOMEN, SFUJISM, AND ISLAM:
WOMAN'S PERSPECTIVES AND FOCUS

This course is an introduction to the history of the Jewish religion, based on the work of Rabbi Daniel Lapin, a 17th-century Kaballistic philosopher, who developed the modern system of philosophy. 3 credit hours. BS5392

Women, Sufism, and Islam: Woman's Perspectives and Focus

This course is an introduction to the history of the Jewish religion, based on the work of Rabbi Daniel Lapin, a 17th-century Kaballistic philosopher, who developed the modern system of philosophy. 3 credit hours. BS5392

THE BUDDHA NATURE SCHOOL:
THE UTARATANTRA
VEN. DZOGCHEN KONTRUL RINPOCHE

The Buddha nature or Tathagataagarbha school is best introduced through study of the text. This text is also commentary on Arouca. This text is known as the enlightenment of all sentient beings and the importance of meditation practice and the significance of this text. The text will follow the text and its commentary in the various dimensions of Mahayana literature and on teaching from the primary source literature of the Mahayana. 3 credit hours. BS5380

Second Year - Spring

MEDITATION PRACTICUM IV: BUDDHA SPACE AWARENESS
ERICK CRAX

Buddhist space can be powerful and liberating, conducive or enriching. One can either fight with the situation or work with it in a creative manner by recognizing it as it is. Our perceptions are colored by our pictures or pictures in our mind. This course combines Buddhist exercises designed for beginners by Chogyam Trungpa Rinpoche, with exercises from the work of 20th-century Western director and writer to develop specific skills in the five Buddha families. The specific exercises are based on work and simple practice. They offer a means for developing an appreciation of one's self and others in the context of an active, changing space. 3 credit hours. BS5380

Contemporary traditions of China and Japan

This course is an introduction to the Buddhist and Confucian traditions of China, and to the Zen, Confucian and Buddhist traditions of Japan. 3 credit hours. BS5380

Buddhism in Tibet
REGINALD RAY

This course will focus on the development of Buddhism in Tibet, principally during the first and second centuries of Buddhism in Tibet. The course will follow the development of Buddhism in Tibet, focusing on the various traditions of the Mahayana, and the relationship of the religious, cultural, and political factors in this process. 3 credit hours. BS5380

TIBETAN IV
VEN. DZOGCHEN KONTRUL RINPOCHE

Readings in classic texts and ongoing practice in speaking Tibetan. 4 credit hours. BS505350

Meditation intensives

JEN BUDDHIST WEEKEND INTENSIVE: ERIC BLAULISMAN, RINPOCHE

An introduction to Zen meditation through a weekend seminar. 4 credit hours. BS505350

Theravada vipassana weekend
VEN. GHANAMARA

An intensive weekend introduction to the practice of meditation (Vipassana) from the Theravada Buddhist tradition of Southeast Asia. There will be instruction in sitting, sitting periods, walking meditation, and group discussions. 1 credit hour. BS5380

Compassion without limit
VEN. DZOGCHEN KONTRUL RINPOCHE

This weekend is a practical workshop on the development of compassion for others. Through talks and guided meditation, the weekend concludes with an introduction to the practice of the Four Immeasurables (brahmavihara-avisarga), one of the most important contemplative practices in the Mahayana Buddhist tradition. 1 credit hour. BS5380

Special seminars

VEN. Khenchen Thrangu Rinpoche

Seminars on Khenpo Tsultrim Gyatso's Treasures of the Dharma, the Bodhisattva's Path, and the nature and significance of these teachings. 1 credit hour. BS5380

The Breeze of Simplicity: An Introduction to Buddhist Meditation
VEN. DZOGCHEN KONTRUL RINPOCHE

This weekend is a practical workshop on the development of compassion for others. Through talks and guided meditation, the weekend concludes with an introduction to the practice of the Four Immeasurables (brahmavihara-avisarga), one of the most important contemplative practices in the Mahayana Buddhist tradition. 1 credit hour. BS5380
Visual Arts (BA Minor)

Program Description

The cultivation of joyful appreciation and critical eye through the development of specific skills and techniques are the ground for discovering creativity in the visual arts. The personal expression of the creativity is experienced and developed in Visual Arts courses introducing traditions of both Western and Eastern design.

The practical skills are developed in calligraphy, thangka painting, sculpture and Chinese brush. These techniques are the intuitive approach drawn from meditation, meditative practice and other contemplative courses offered at the Institute.

The Visual Arts Program is a B.A. minor only. Courses in the Visual Arts Department may be taken as part of an interdisciplinary Studies major, as a minor field of concentration or as a general elective.

Faculty: Gyacho Maku, Hakan Berber, Laurie Doctor, Joshua Mulder, Lorn Young

Course Descriptions

Fall Semester:

CALLIGRAPHY: CAROLINGIAN ALPHABET & BOOK ARTS
LAURIE DOCTOR
In this class we will study historical and contemporary forms of the Carolingian alphabet and explore various handmade book forms. We will learn to work with the broad-edged pen and the pointed brush. We will explore design, watercolor and texture. Class time will be spent in practice, critique, and development of final projects. This class is suitable for beginning to advanced students. 2 credit hours. VA300F

CONTEMPLATIVE BRUSH
JOHN YOUNG
In this course students learn and practice the beginning moves in Chinese brush painting and calligraphy. We will start with the basics of how to hold the brush as well as how to orient ourselves and execute a line that has inner strength, developing experience and skill with the brush, ink and paper. This practice has the potential for deep impact on any student involved in the contemplative arts. 2 credit hours. VA302F

THANGKA PAINTING I
CYNTHIA MORI
This studio class is an introduction to the art of painting thangkas in the Tibetan tradition. We will learn the proportions of a sacred figure. We will study posture, mudras, lotus throne and landscape. Elements of design and proportion through developing skills in part of drawing and brush/kite brush drawing will be the focus of this semester. In addition we will study the historical development of thangkas and the thangka painting through slide/lecture/就这样ing. (the understanding of the context within which the art form has developed). 3 credit hours. VA300

Spring Semester

CALLIGRAPHY II: HISTORIC & CONTEMPORARY ILLUMINALS
LAURIE DOCTOR
In this class we will study the uncial alphabet. We will do this through the exploration of uncial letter forms, design, and development of final projects. This class is suitable for beginning to advanced students. 2 credit hours. VA301F

SCULPTURE
JOSEPH MAULER
This is a hands-on class working in acrylic clay medium. Students will sculpt pieces in relief or full three-dimensional, individually or traditionally inspired. The basic elements of form, proportion and design, modeling and a variety of sculpting materials will be demonstrated and worked. In addition we will study the history of sculptural monogym through slides. The opportunity will also be to work on the "Great Stupa of Dharumakaya" presently under construction in northern Colorado. 2 credit hours. VA401F

THANGKA PAINTING II
CYNTHIA MORI
This studio class is a continuation of the fall course, Thangka Painting I. We will learn to stretch and prime canvas for painting. Each student will begin by painting the eight auspicious symbols, then advance to composing a complete thangka, through brush/ink mixing, color mixing and application and making gold paint the skill we will focus on during this semester. Studying the thangka painting, both past and contemporary, from slides and lectures will enhance and complement the skills practiced by deepening our understanding of wisdom and compassion, the primary message conveyed through this art. Thangka Painting I is a prerequisite for this course. 3 credit hours. VA401F

Thangka Painting II and III. Painting will occur in a practice environment, observing a view of silence and the entire practice and the painting, Vajrayana prayer. Lunch is pot-luck after class. This retreat is held once a year, the first Saturday of Spring Break. By permission of the instructor. No credit awarded.

Visual Dharma

Helen Berliner

Study and discussion of the Dharma Art Transcripts of Trungpa Rinpoche. Sessions include meditation practice as the foundation for understanding and creating art, an art history lecture and studio application. The course will address the three stages of artistic process: "Finding Your Voice" — the role of personal development and expression; "Collaboration" — working with others and the creative process; and "Path of the Heart" — art and the creative process. 2 credit hours. DOR

Fall & Spring Semesters

THANGKA PAINTING III
CYNTHIA MORI
This course is for advanced students of thangka painting. Each student will continue working on their composition begun in Thangka Painting II. Further development of painting technique will coincide with study and refinement of design both linear and tone. The sewing of brocades for mounting finished paintings will also be demonstrated. A one month show at the end of the semester will provide the opportunity for community review of the paintings. Requirements are Thangka Painting I & II. 3 credit hours. Special Request.

Workshop

NYINTHANG
CYNTHIA MORI
An all day thangka painting retreat for students of Thangka Painting II and III. Painting will occur in a practice environment, observing a view of silence and the entire practice and the painting, Vajrayana prayer. Lunch is pot-luck after class. This retreat is held once a year, the first Saturday of Spring Break. By permission of the instructor. No credit awarded.
Writing and Literature B.A.

Program Description

The B.A. Program in Writing and Literature was inaugurated in 1974 by Allen Ginsberg and Anne Waldman. Known by its shorthand title as the Jack Kerouac School of Disembodied Poetics, it was created as a lively alternative forum within which to cultivate mindfulness and explore direct worldly engagement as basic to any practice of writing.

The program takes as its premise Ezra Pound's dictum that an aspiring writer should not accept criticism from any person who has not created a notable work of literature. A corollary has been Gertrude Stein's notion that in writing, one is always a beginner.

In 1986, when The Naropa Institute received accreditation, the Writing and Poetics Department was able to offer a B.A. degree in Writing and Literature. In 1988 the department expanded to include an M.F.A. degree in Writing and Poetics.

These two degree programs operate on a single continuum, a lineage in which all of writing is complemented by soteriology, contemplative study, and sharp minded criticism. Instructors are all practicing poets and writers of acknowledged accomplishment. The transmission of skills from writer to writer is the foundation of the program.

The department offers a spectrum of courses intended to encourage and directly challenge students throughout their studies at The Naropa Institute. Reading and writing, training and accomplishment, scholarship and practice are treated as complementary. The multi-form nature of perception and imagination, events that take place in the mind and events that take place in the world, all contribute to the writer's passion to convey observations in direct, appropriately shaped, language.

Texts range from classical to contemporary, experimental and cutting-edge documents. Writing includes both Western and Oriental modes of composition: haiku, carsonae, rapa, astoria, iron style, prose poems, critical essay, free verse, and formal methods. Both oral and written work will be presented by students during their course of study.

Please see M.F.A. catalog description for fuller description of program offerings, including the annual Summer Writing Program, Poetic Outreach, Barney-Gin magazine, the Student Union for Ethnic Inclusion, and Women's Studies Workshop.

Course of Study

Each semester the department will offer a selection of literature and writing courses from which the student chooses two in literature, and one hands-on writing seminar.

The classes pursue four parallel tracks of study: Classic, Texts of World Literature, Modern and Contemporary Documents, Creative Composition, and Elective Studies. The student designs an elective track in consultation with an advisor from the department. Project Course, which involves direct work with the student's community (see M.F.A. listings), can fulfill either creative writing or elective study requirements. In the fall semester the student takes one literature course as well as one writing workshop in either poetry or prose fiction. In the spring, the literature offerings allow students to study closely the diverse writing traditions of the past and present and students write from the various models presented. Elective classes in dance, theater, psychology, and the contemplative traditions round out the curriculum.

Through the balanced practices of reading and writing, students investigate the creative process that emerges when language swiftly and accurately expresses original perception. One develops a willingness to take risks, to shed personal mental conditioning and preconception, and to write as an unconditioned, or "open" state. The program further satisfies its emphasis in clear and decisive oral presentation of work, since it is as speech — the "oral body" — that language proclaims and communicates most fully.

The track in Creative Writing, taught by resident and visiting writers, may be augmented by the Summer Writing Program. B.A. students are strongly urged to spend one summer in residence, for which they receive six credits that substitute for any writing or literature requirements, and during which they study with a diverse body of practitioners of the "written art."

The Writing Practicum

Each year one or more Writing Practicum will be open for B.A. student participation. These highly recommended one-credit courses combine writing engagements with the thought and writing practices of a visiting faculty member.

Allen Ginsberg regularly leads one in the spring semester each year. Visiting writers in the recent years included Robert Pinsky and Mix-n-mel Benshurgard.
Courses

Literature Courses Recommended for all B.A. Students

ECO-LIT
JOSEPH COLLOM
Our accelerating awareness of the ecological human/Earth, in that it "covers the world," will allow us radical changes in the philosophy of the future. This course through a combination of education to "practice" and practice of the earliest possible range of any formerly considered writings - old and new - natural poetry, philosophical essays, scientific fact, conservation/animal tableaux, human, apocalyptic, eco-journals, concrete compositions, and many other genres - attempts to lay a basis of variety and perspective for creating new language resources alert to the coming age. Authors include Thoreau, Nietzsche, Carson, D.H. Lawrence, anonymous Cats, and Africans, Gary Snyder, Aldo Leopold, Susan Griffin, Alexander Pope, and a host of others. The course includes much student writing, both creative and analytical. 3 credit hours. WL260

BEATS AND OTHER REBEL ANGELS
ALLEN GINSBERG, ANNE WALTZMAN, ANSELM HILLO
BEATLES, LOUISE HAWKINS, and others
It is 6:00 a.m. in the Liucumbe, here is a chance to read the novels of Jack Kerouac, and William Burroughs, the poems of Ginsberg, Snyder, Corso, Kryje, and Whalen, the Foxes of Black - and then to take wing with the poets and novelists of Black Mountain, San Francisco, Renaissance, and The New York School. These are the writers who will define the art maps, assert the publishing houses and mass media, changed the way truckers and professions read and listen to a talk about poetry. They are the roots of The Nanapsa Institute's Writing and Literature Program, and they will be here to discuss what has happened and where it is going. 3 credit hours. WL377

THE 20TH CENTURY FACTORY
The explosive emergence of American and English-language writing of this century forms the apocryphal historical backdrop for the poetry and fiction anyone attempts today. The Nanapsa faculty will teach this course collectively - the poetry and manifestos of Ezra Pound, William Butler Yeats, H.D., and Gertrude Stein; the novels of Joyce; the prose of William Carlos Williams, the fantasies of William S. Burroughs and Hunter S. Thompson; the Objectivists, Surrealists, and Proletarian; a required course for all Writing and Literature undergraduates. This course will give a solid grounding in the tradition of experimentation. Investigation, and discovery that The Nanapsa Institute is here to foster. 3 credit hours. WL155

POSTURES AND CULTURES OF INDI
ANDREW SCHELLING
India - larger, more culturally diverse, more linguistically colorful: than Europe - is a continent with a bewildering network of myths, monsters, traditions, and poetry. Every poet's movement of verse has generated some huge lift in consciousness, and can be read in the content of politics, religion, and gender relations, as well as in the evident arena of poetry. The poets range from ganga-smoking naked Shiva ascetic and man and women negotiating the adrift path of saivite, to cultural border-poets of almost painful artistic subjectivity. Despite India's current struggle on women, there have been numerous notable women poets, though they are scarcely known in the Western world: their poems and songs are widely read in India to this day. This is really a secret agency in culture anthropology - you can't get to the poetry without stepping into the culture. We'll do that, poems, music, and food - and the best available offerings. 3 credit hours. WL327

Other Literature Courses

No more than two of these classes are offered per semester.

GREEK FOUNDATIONS
The course will focus on works of philosophy, drama, and poetry from ancient Greece which have been the basis of Western aesthetics and culture for over two thousand years. Empiricism will be discussed, in terms, in addition to the historical and social aspects, for the complete reading of the primary texts. Homer, Sappho, Euripides, Plato, Sophocles, and Herodotus. We will practice some composing, inspired by Classical measures and "formulas." 3 credit hours. WL341

CHAUCER TO SHAKESPEARE: PARADIGMS OF ENGLISH VERSE
JACK COLLOM
An historical tale at the first great flowering of English literature, with readings from The Canterbury Tales, John Gower, popular ballads and anonymous lyrics, Thomas Wyatt, Henry Howard, Dr. Philip Sidney, Spenser, Marlowe, and other theorists to nineteenth century "Romantics." A survey of Medival and Renaissance delights reading, reading, and writing our own hand at sonnets, haiku, and other verse forms. 3 credit hours. WL322

SHAKESPEARE
ANSELM HILLO
A close reading of plays such as "As You Like It," "Twelfth Night," and "The Tempest." A focus on the sheer delights of the senses. A variety of plays will be explored. 3 credit hours. WL430

Full-time Faculty: Anne Waltzm, Bobbie Louise Hawkins, Aaron Bobb, Andrew Schelling
Part-time Faculty: Allen Ginsberg (Europe), Jack Collom, Joanne Kryje, Reni D'Ocunto, Keith Abbott

Requirements for the B.A. in Writing and Literature

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<tr>
<th>Requirements for the B.A. in Writing and Literature</th>
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<td>First-Year Fall</td>
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<td>Creative Writing Course</td>
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<td>In Poetry of Poets*</td>
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<td>Beats and Other Rebel Angels</td>
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<td>Spring</td>
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<td>The 20th Century</td>
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<td>Writing Placardum</td>
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<td>Allen Ginsberg (optional 1 credit)</td>
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<td>Writing Practice</td>
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<tr>
<td>Visting Faculty (optional 1 credit)</td>
<td></td>
</tr>
<tr>
<td>SUBTOTAL</td>
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</table>

Total credits required in major: 24
Total credits in residence: 60

* Students ordinarily select either a prose track or a poetry track to follow, and will take one Writing Workshop each fall semester that concentrates on that genre.

Manuscript
To receive the B.A. degree in Writing and Literature, each student must present a manuscript that reflects the maturity of his or her course of study in writing. The manuscript includes both a creative and an expository writing, and the student discusses it personally with a faculty committee.

Summer Writing Program
The Nanapsa Summer Writing Program, for which guest writers join the regular faculty, is an intensive month-long program of workshops, lectures, faculty-student improvises, readings, performances, and colloquia. It generates an environment of experimentation, challenge, and discovery within which participants study and write in dialogue with many of the noteworthy prose and groundbreaking writers of our time, B.A. students may take up to six credits in the Summer Writing Program.

During the annual Summer Writing Program the department hosts distinguished writers and poets. Guest instructors in recent summers include: Kathy Acker, Lucien Berlin, Mea Melo, Basils Bragg, William Burroughs, Andre Godric, Charles Rogofsky, Charles Bukowski, Diane dePrimes, Merrienne Faithful, Lawrence Hepworth, Assad 1910, Susan Howe, Ellis Hunt, Robert Kelly, Joanne Kryje, Nathanial Mail, John Mail, Low, Benedict Meyer, Michael McClure, Alice Notley, Jacques Rothberg, Elfi Lieder, Leo Scalapino, Harry Smith, Gary Snyder, Nathaniel Tarn, Lawrence Thomas, Philip Whalen, Peter Lambour Whalen, and many others.

B.A./M.F.A. Track
Students who wish to enter the Writing and Literature Program to complete a B.A. degree and then proceed directly into the M.F.A. Program may do so with the approval of a faculty adviser. Students must have 60 previous college credits and meet all B.A. requirements except for two-year residency.

373
DAVAN AND THE POETRY OF DEVOTION
FACULTY
A survey of the works of Dante in translation. We will read from De Vulgari Eloquentia to La Vita Nuova, and discuss the context of Petrarch's Il Trovatore. Perhaps we will turn our ears to recognize an encounter with the beloved, or the bliss of the angelic guide. 3 credit hours. WL337

TWENTIETH CENTURY EUROPEAN POETS
ANGELICA HOLLO
A survey and reading of works in translation by Rainer Maria Rilke, Paul Eluard, Max Jacob, the Decadents, the Surrealists, Federico García Lorca, Bertolt Brecht, Macneill Masterton, Gurner Breslin, Pablo Neruda and others. There will be supplementary secondary material by these authors, as well as by contemporary commentators. 3 credit hours. WL380

THE REAL, THE SURREAL, AND THE METAREAL: READINGS IN AMERICAN POETRY
ANGELICA HOLLO
A reading and discussion of the various ways of "looking at things" and their reflections in writing. William Carlos Williams said, "No idea but in things," he also said, "Only the imagination is real." The Surrealists came into the subconscious with Freud. Robert Bly writes and talks with Jung. Based on texts by The Imagists, the Dadaists, the Beat poets, the New York School and various "postmoderns." 3 credit hours. WL376

CREATIVE WRITING COURSES

MAKING IT NEW: CONTEMPORARY POETRY AND POETICS
ANNE BALDWIN/JOHANNE KYSER
"The academy of the future is opening its doors." - John Ashbery. In this course we will study texts on Literature and Aesthetics (natural, classical, modern, experimental, literary) by poets. We will study poetry and non-fiction of poetry, and will examine the works of both modernist and postmodernist authors. Course texts include The Making of an American by John Dewey, The Language of Poetry by Allen Ginsberg, and The Language of Poetry by Allen Ginsberg. Many of the poems and texts are central to the diversity of experimental, post-World War II movements and is written by both modernist and postmodernist authors. The course will focus on contemporary "spoken word" poetry and thebranching movements in the field of contemporary poetry. 3 credit hours. WL447

WRITING FICTION
ERIC BLAKE, LOUISE MARROWS
This writing workshop emphasizes short prose fiction. Students will develop stories and vignettes with an eye toward economy, economy, and surprise. Dialogue will receive special attention. Readings will include works by Flannery O'Connor, John Cheever, John Updike, Mary Pipher, Kathy Acker, Bruce Jay Friedman, and others. 3 credit hours. WL495

HUMOR IN POETRY
JACK COLLUM
The course will study, analyze and write humor through the centuries, in verse, short stories, and works of our own. We will concentrate on the English language poets, from Chaucer to John Ashbery. Humor and poetry are intimately interwoven, partly because they meet on the fertile ground of surprise. 3 credit hours. WL385

POETRY WORKSHOP
ANNE BALDWIN
An exploration of poems based on student writing and material provided by the instructor. These materials include poetry and non-fiction of poetry. The course is designed for students interested in writing poetry and the craft of poetry. 3 credit hours. WL447

WORKSHOP: PRACTICUM
ALLEN GINSBERG
This course provides an entry into writing, poetry, and technique, as well as direct treatment of the things, recollection, and composition of the world, and the ways of the world. We will consider the ways of the world, and the ways of the world. The course will focus on contemporary "spoken word" poetry and the branching movements in the field of contemporary poetry. 3 credit hours. WL447

WRITING INTENSIVE
ANNE BALDWIN
In this intensive workshop, we will practice and discuss writing strategies that challenge our limits, work, and interests. This course will focus on the practice of writing, the development of voice, and the use of language. The course will include readings, discussions, and other activities designed to help students develop their own voice and style. 1 credit hour. WL380

Special Undergraduate Programs
Foundations Year

The Foundations Year (or Introductory Year) courses are designed to support the immediate needs of students who are interested in pursuing a career in the arts or related fields. They are intended to provide a broad foundation in the arts and humanities, allowing students to explore various disciplines and develop critical thinking and analytical skills. The courses are offered in a variety of departments, including Art, English, History, and Music, and are designed to be flexible and responsive to student interests.

Core Courses

THE NAPOLESE SEMINAR

This course is designed to introduce students to the rich history and culture of Naples, Italy. Through a combination of lectures, discussions, and field trips, students will gain an understanding of the city's artistic and architectural heritage, as well as its role in the history of the Mediterranean region.

Interdisciplinary Studies B.A.

The Interdisciplinary Studies B.A. program is designed to provide students with a flexible curriculum that allows them to explore a wide range of subjects and develop skills that are transferable to many different fields. The program is open to students of all majors, and it offers a variety of courses in fields such as art history, literature, philosophy, and music. Students can choose to focus on specific areas of interest, or they can tailor their studies to their own unique goals.

Drawing on the strength of opportunities available in Naples and Bali, the NFAI's Interdisciplinary Studies Program provides a unique opportunity for students to immerse themselves in the rich cultural traditions of two distinct cultures. Students can participate in a variety of activities, including guided tours of historical sites, visits to museums and galleries, and workshops with local artists. The program is open to students of all majors, and it offers a flexible curriculum that allows students to explore a wide range of subjects and develop skills that are transferable to many different fields.

Buddhist Traditions

The course integrates the practice of meditation with an exploration of Buddhist philosophy and practice, providing a comprehensive understanding of the traditions of Buddhism. Students will learn about the history and development of Buddhist thought, as well as the key concepts and practices that underlie the Buddhist path to liberation. The course is open to students of all majors, and it offers a variety of opportunities for personal growth and self-discovery.

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This course is designed to help students develop their writing skills, focusing on the use of language to effectively communicate ideas and arguments. Through a series of writing assignments, students will learn to organize their thoughts, develop clear and coherent arguments, and revise their writing to improve its clarity and effectiveness.

COMING TO VOICE

This course is designed to help students develop their voice and identity as writers. Through a series of writing exercises and workshops, students will learn to express their unique perspectives and ideas through the written word, and to develop a personal voice that is both authentic and compelling.

Cognitive Studies I

This course is designed to help students develop their cognitive skills, focusing on the use of language to effectively communicate ideas and arguments. Through a series of writing assignments, students will learn to organize their thoughts, develop clear and coherent arguments, and revise their writing to improve its clarity and effectiveness.

GRAND BOOKS

This course is designed to help students develop their cognitive skills, focusing on the use of language to effectively communicate ideas and arguments. Through a series of writing assignments, students will learn to organize their thoughts, develop clear and coherent arguments, and revise their writing to improve its clarity and effectiveness.

Cognitive Studies II

This course is designed to help students develop their cognitive skills, focusing on the use of language to effectively communicate ideas and arguments. Through a series of writing assignments, students will learn to organize their thoughts, develop clear and coherent arguments, and revise their writing to improve its clarity and effectiveness.

Creative Writing

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Students may choose to study with local institutions in Kolkata, India. These include the University of Kolkata, the Indian Institute of Management, and the National Institute of Fashion Technology. The courses are open to students of all majors, and they offer a variety of opportunities for personal growth and self-discovery.

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KATHMANDU VALLEY: TRADITIONAL CULTURE: DEVELOPING NATION
FACULTY
This course is designed to introduce traditional aspects of the multiethnic Nepali culture. We will explore it in the light of both historical perspective and contemporary development. Economically, politically and socially. We will explore the rich cultural heritage of Nepal as it is expressed in religious traditions, art forms and textiles, crafts and ways of life. We will attempt to understand the relationship between peoples of Nepal and their culture, as reflected in everyday life. Local specialists will serve as guest lecturers for the project. Throughout the course, in a colloquium format, Nepalese institute faculty will rely on the students' understanding of contemporary life and daily living. 3 credit hours. AN 4050/5050

INDEPENDENT STUDY/ TRAVEL PROJECT
This segment of the program enables students to design their own project, which may include various travel options. Previously, students have traveled to the Solo Khumbu valley for the Mani Rimdu festival and pilgrimage to sacred Buddhist sites in North India, as well as home to Bhutan to investigate the culture of the Tibetan refugees or study Tibetan medicine. Others have gone to Cambodia and Sri Lanka to study modern life and education. Program faculty will supervise the planning and evaluate the final project and 3 credit hours. AN 4050/5050

SPRING PROGRAM IN BALI
Balinese is one of 13,000 islands in Indonesia, and is often called the island of the gods. Its world-renowned as a place where the spiritual and physical are tightly integrated. The blending of rice terraces, the offering of waterways and the mythology and drama of dance, music and theater all contribute to a sense of natural balance. Everything in its proper time and place which perimeters the Balinese culture. It is an ideal setting for exploring the arts in everyday life. Through study of music and dance, meditation, language, arts and culture, participants will enter the path of Balinese life. They will explore their own artistic process by immersing themselves in a culture where individual imagination and creativity, spirituality and daily living.

The Bali program begins in mid-February to mid-April, in the artistic community of Ubud, where participants will live, study and practice together in a Balinese "temple," or a cluster of buildings and padi fields. The eight-week program will be a combination of classes, discussion groups, community gatherings, field trips and tours. Through the island, attendance at simple ceremonies, performances, festivals and independent study projects. There is a 50-min video course in Bali, which is available for viewing at The Nepalese Institute Library.

Program costs include the study and travel costs in a balance credits, bed and breakfast double occupancy, field trips, festivals and community gatherings. An additional charge is asked for the optional independent travel project. Airfare from the West Coast is additional and is negotiated by the Institute.

Courses
MEDITATION
Meditation practice will be supplemented by talks and discussions on the principles of concentrative arts. Individual meditation instruction will be provided by Narepa Institute faculty. 1 credit hour. AN4050/5050

BALINESE GAMELAN ORCHESTRA
This course will explore Balinese music and dance, with the emphasis on the full ensemble of instruments. Course time will be divided between traditional and contemporary instruction. Instruments will be available for our group. All levels of musicians are welcome. This class is taught by I Wayan Darmadhi and Program Art Director. 2 credit hours. MG 4050/5050

BALINESE DANCE
We will study traditional Balinese dance forms, both male and female. All levels of dance expertise are welcome. This class is taught by Putu Sutarti, P.D. Nyoman Made Sayang. 2 credit hours. MG 4050/5050

ARTS AND CULTURE
ARTS AND CULTURE
A series of lectures, demonstrations and field trips focusing on the sacred art traditions of Bali, including carving, shadow puppetry, coloring, and song. Taught by Narepa Institute faculty and local artists. 3 credit hours. AN 4050/5050

BABAHA INDONESIA
Beginning conversational language instruction in the "Iregx talka" of Indonesia will be taught in this course by Wayan Sudharni. 1 credit hour. AN 4050/5050

INDEPENDENT STUDY/ TRAVEL PROJECT
Students will design a three-week project to be completed after the end of classes. Faculty will assist with planning and documentation. This is an optional component of the program and is not included in the program costs. 3 credit hours. AN 4050/5050
Buddhist Studies M.A.

Program Description

The Master of Arts Program in Buddhist Studies provides the student with the opportunity for broad and in-depth study of Buddhist thought, history, religious and cultural traditions.

The program's approach is critical and non-sectarian, with a primary emphasis on Indian and Tibetan Buddhism, with reference to the Southeast Asian and East Asian Buddhist traditions. The program seeks to develop the student's understanding and appreciation of Buddhism by drawing on a number of different resources: reading in the classics of the modern academic disciplines of Buddhist thought, close and sustained study of the great texts of Buddhist traditions, contact with contemporary masters from the various major Buddhist traditions, and the study and practice of meditation, through which the student's understanding of Buddhism is developed within the context of the great contemplative religions of the world.

The M.A. Program in Buddhist Studies offers a language track, a Comparative Religion track, and, scheduled for Fall 1994, an Engaged Buddhism track. The M.A. includes the following core components:

1) Study of the history of Buddhism in India, during the period when the major Buddhist traditions were developed. Includes the time and life of the Buddha, the study of the early Buddhist communities, and the Mahayana schools. The student will complete a paper on the history of Buddhism in India, (All tracks.)

2) Study of primary sources of Buddhism in translation. Each semester, M.A. students take a seminar on key texts of Indian and Tibetan Buddhism in translation. These include readings from the vinaya (disciplinary texts), the early sutras (discourses) of the Buddha, the abhidharma (philosophical texts), the Mahayana sutras, the Madhyamakas and Yogacaras schools, and the Buddha-nature literature. Attention also is given to the Vajrayana tradition, including the genetics of forms, Esoteric philosophy of the Vajrayana teachings, and collections of their songs of realization. (All tracks.)

3) Sitting meditation training in the traditions of Theravada, Vajrayana, Zen, and especially Tibetan shamatha-vipashyana. Daily group practice directed by meditation instructors is supplemented by study of appropriate meditation texts. A month-long meditation intensive (partial) is required during the program. In addition, weekend meditation programs are offered for elective credit. (All tracks.)

4) Study of world religions with particular emphasis upon spiritual practice and its role within the traditions studied. (Contemplative Religion track only.)

5) Language training is offered in Tibetan, with study of syntax and grammar, as well as the special vocabulary of Buddhist texts. Tibetan language training emphasizes colloquial as well as literary Tibetan. Sanskrit study is also occasionally available. (Language track only.)

6) Comprehensive Exams, both written and oral, take place at the end of the second year of study on the culminating investigation and celebration of the student's journey to the Institute. (All tracks.)

7) Master's paper or translation, to be presented at the completion of the student's course work. (All tracks.)

Requirements for the Buddhist Studies M.A. Degree Tracks

The Tibetan Language Track

Students following this track take the core curriculum of Buddhist Studies courses, including graduate seminars, a series of meditation practice courses, and 16 credits of Tibetan language.

Requirements for the Buddhist Studies M.A. Language Track

Five Core Courses

<table>
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<td>Naya Buddhism</td>
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<tr>
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<tr>
<td>Buddhist Nature</td>
<td>3</td>
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<tr>
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Five Graduate Seminars

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<tr>
<td>Buddha Nature</td>
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Four Meditation Practicum Courses

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Four Language Courses

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Engaged Buddhism Track
Scheduled to begin in Fall 1994, the Naropa Institute is inaugurating a new track within the Buddhist Studies M.A. program to be called "Engaged Buddhism." This track prepares the student for social action work in a variety of settings, including the Buddhist philosophy and meditation. The "engaged Buddhism" movement is based upon the meeting of Buddhist contemplative understanding and Western activism. The practical emphasis of this program, like the movement itself, focuses upon meditation, communications skills, community building, and nonviolent conflict resolution.

The new track is a 60-credit program, building upon the Buddhist Studies core curriculum with additional practical courses and an internship. This program will prepare students for effective action, encouraging the passion for engagement without supporting the aggression which characterizes the "protestant".

"Engaged Buddhism" refers to a broadly-based movement which brings together Buddhist’s responses to the challenges of secularization, economic development, and internationalism in Asian as well as the global problems of environmental damage, mushrooming materialism, and the widening gap between the developed and underdeveloped nations. It brings together Buddhism to many different traditions, cultural settings and political approaches.

"Engaged" suggests addressing social issues in a manner which recognizes the independence of all things, such that the suffering of others is also one’s own suffering, and the violence of others is also one’s own violence. Engagement connects with a group in need that ranges from prisoners, homeless shelters and health programs, to social and environmental activists, and to organizational work in spiritual communities or political arenas.

"Buddhism" does not refer to a sectarian religious view, and is not limited to a specific Buddhist tradition or school. Rather, it recognizes the social work that enters inner work, and that social change and inner change are inseparable. The program examines spiritual models of social action from many other traditions, and activity invites students from all spiritual traditions to join.

Program Design: The Engaged Buddhism program is a five-semester program of 60 credits. The first year is spent at the Institute in 20 credits of core course work, the second year in a 20-credit internship off-campus. In the final semester, students return to campus to complete their master’s project papers and to conclude their work at the institute.

Currently, we have one internship placement: a Buddhist social action project in New York City, under the direction of Bernard Gershman, social activist in the future. Internship placements may affiliate with the San Francisco AIDS project, the Buddhist Peace Fellowship, the Sarovar movement in Sri Lanka, the International Network of Engaged Buddhists in Thailand and (lack starees)., or with H. H. the Dalai Lama in Dharamsala.

For further information on this new program, please call the Buddhist Studies Department, (503) 444-2002, ext. 322.

The Contemplative Religion Track
This track offers the opportunity to focus study on some of the religious traditions of the world.

Program Requirements: Five Core Courses (15 credits)

- Buddhist Civilization
- Multi-cultural Buddhism
- Buddhist Nature
- Buddhism in Tibet

Five Core Courses (15 credits)

- Buddhist Civilization
- Multi-cultural Buddhism
- Buddhist Nature
- Buddhism in Tibet

One credit course, a total of 15 credits.

Future year: Fall

- Meditation Practice: Pragmatics
- Pragmatics
- Buddhist Environment

Courses

First Year - Fall

Meditation Pracutice I
JUDITH SIMMER-BROWN and FACULTY
In this course, students are introduced to a string meditation practice. Talks emphasize the foundations of practice in the Tantric abhaya vajrayana. The course format includes talks, discussions, weekly individual meetings with meditation instructors and daily meditation practice. 3 credit hours, 85380

M.A. Seminar
TOPICS IN THE TRIPITAKA
REGINALD RAY
A topical exegesis of selected texts of the Tripitaka (Vinaya, Sutta, and Abhidhamma) of the early Buddhist schools, with attention given to the important commentaries. 3 credit hours, 95510

Nikaya Buddhism
JUDITH SIMMER-BROWN
An introduction to the thought of early Buddhism, with emphasis on the "Middle Books" of the Nikaya Buddhism. Examination of the various views expressed in the Nikayas in the early period will be followed by a survey of the Abhidhamma, the tradition of psychology and mind and emotions. 3 credit hours, 55750

INTRODUCTION TO CONTEMPLATIVE RELIGION
REGINALD RAY
This course introduces the study of religion and focuses on the history, ideas and practice of selected non-traditional traditions within the great religions such as Christianity, Judaism, Hinduism, Buddhism, and Chinese and Japanese religions. 3 credit hours, 80103

CONTEMPLATIVE ISLAM/BUDDHISM
MUHAMMAD MAHROH
An introduction to the history, ideas, and practices of Sufism, the major tradition of contemplative Islam. Readings from Sufi masters Muhyiddin Ibn Al-Arabi’s Farid, Sufi classics, and contemporary texts will help us understand the ancient and rich mystical tradition. 3 credit hours, 2212

TIBETAN I
A. H. HICKS
An introduction to reading and speaking Tibetan. This course will begin with learning the alphabets and pronunciation and spelling Tibetan sounds. We will also study the refuge prayer, the main offering chant, and the Four Phrases of Gompa. Incorporating the study of grammar, we will translate selections from the Heart Sutra and the Sutra of the Noble Truth in the Noble Truth Verses. In terms of speaking Tibetan, we will learn useful phrases, have simple conversations, and practice asking and answering simple questions. Students should expect to study six hours per week outside of class. 4 credit hours, 28590

CONTEMPLATIVE CHRISTIANITY
BRAN MIDDLETON
A brief overview of the diverse theory and practices of Christian spirituality throughout its 2000-year history, combined with a more detailed analysis of several primary texts, such as the desert fathers, John Climacus, St. John of the Cross, Theresa of Avila and Thomas Merton, Ormond Park, 1969. 3 credit hours, 85331

First Year - Spring

Meditation Practice II
JUDITH SIMMER-BROWN and FACULTY
This course continues the meditation practice begun in the fall semester, emphasizing Mahayana practices, including the cultivation of an enlightened attitude (bodhicitta), the practices of the perfections (pawaritas), the training of the mind (bodhipaksa), and the exchange of self and other (prajnaparamita). 3 credit hours, 85351
MAHAYANA BUDDHISM
JUDITH SKINNER-BROWN
This course provides a basic introduction to the tragic, ideals, practices, literature, and history of Mahayana Buddhism in India. Emphasis will be placed on the Bodhisattva ideal and its manifestation in the various dimensions of Mahayana tradition. 3 credit hours. 65544

WOMEN, GURM, AND ISLAM: WOMANIST PERSPECTIVES
ANOUK KATHLEEN OCHS
This discussion course investigates women's experience of Islam through history with a focus on women's contributions to Sufism and Islam, theologians and mystics ideas about gender roles, and modern Muslim feminist thought. We will experience a daily and prayerful reading of the Quran. Parts of the course will focus on the process of writing a research paper focusing on an interest of the students. 3 credit hours. 65545

BUDDHIST CIVILIZATION
ERSKIND RAY
A basic introduction to Buddhist tradition in Asia, designed for all liberal studies majors. Topics include basic Buddhist perspectives, ideas and practices; Buddhist iconography and visual arts; Buddhist philosophy, and social and political role. 3 credit hours. 65520

CONTEMPORARY HINDUISM
JEREMY MARTIN
This course surveys the diverse spiritual teachings of classical Hinduism, with an emphasis upon the Bhagavad Gita. The major topics are caste, present day goddess worship and devotional Hinduism. 3 credit hours. 65585

M.A. SEMINAR: LITERATURE OF MAHAYANA
VIVIEN C. KONGTRUL RINPOCHE
A study of classical texts of Indian Mahayana Buddhism, drawn from both Buddhist and Hindu philosophical and religious literature. 3 credit hours. 65511

TIBETAN II
ANNE STELLER
Continuation of Tibetan I. 4 credit hours. 65520

THE SACRED EARTH: NATIVE AMERICAN RELIGIOUS TRADITIONS
EAGLE CROW
Available for Buddhist Studies credit. See department for Environmental Studies credit. 3 credit hours. 65544

SECOND YEAR - FALL

MEDITATION PRACTICES III: MANDALA AND MANDALAS
MARVIN KASPER and STACY SHLEY
This course continues the tradition of meditation, emphasizing Vajrayana texts such as the Buddhist classics, including exposition of the Buddhist teachings and the practice of meditation in the space awareness practices known as "chakras." 3 credit hours. 65560

M.A. SEMINAR: BUDDHIST-INDIAN AND VAJRAYANA TEXTS: THE FEMININE PRINCIPLE
JUDITH SKINNER-BROWN
In the following teachings of Buddhism, the nature of mind and consciousness was presented through the paradigm of the feminine principle, the embodiment of wisdom in emptiness in compassionate manifestation. This graduate level seminar studies the rich literature of the late 1970s and early 1980s traditions of Mahayana and Vajrayana, in which the paradigm is most apparent. 3 credit hours. 65590

TIBETAN III
VIVIEN C. KONGTRUL RINPOCHE
For more advanced students, Dzigar Kongtrul Rinpoche will teach reading and translation. This course is open to students who have studied for one year or more. This is a special opportunity to study with Rinpoche, who guides the student in an intensive approach to Tibetan. This allows the student to develop a strong foundation that is often lacking from a more cognitive approach to reading and language study. 4 credit hours. 65520

CONTEMPORATIVE JUDAISM: THE KNOWING HEART
RAFAI BORONQIO THERKY
This course is a contemporary study of the Jewish religion, based on the work of Malchi Zimmurah, a 17th century Kabballist (Hebrew mystic) who developed the most systematic approach to Jewish mysticism without the depth of Kabballist perspective. The Chassidic reading of the Kabballa into the early life of the great Jews sends a unique reminder of the ways to study within the Kabbalah. 3 credit hours. 65560

THE BUDDHA NATURE SCHOOL: THE UTTARAYANA
VIVIEN C. KONGTRUL RINPOCHE
The Buddha nature or "mahasattvaguru" school is an introduction through study of the important Indian tradition, the Uttarayana, and its most profound by Asanga. This text presents the development of a philosophy and the importance of meditation practice and general knowledge to under this enlightenment. Rinpoche will follow this text. 3 credit hours. 65560

M.A. SEMINAR: COLLOQUIUM I
JUDITH SKINNER-BROWN
This course will consist of a review and summary of the Master's students study and field work, and will involve several preparatory to the comprehensive exam to be taken in the spring of the second year. 3 credit hours. 65570

SECOND YEAR - SPRING

MEDITATION PRACTICE IV: MINDRA SPACE AWARENESS
LORI WORLEY
Space can seem hostile or benevolent, restorative or wrapping. One can aquire skill with the situation or work with it in a creative manner by recognizing it as it is. Our perceptions are colored by ourselfs or needlessly by externities. This course combines Madhye Buddhist exercises designed for practitioners by Chogyam Trungpa Rinpoche, with theater workshops and work with world of 20th century Western directors and work with actual space and form exemplified in five Buddhist families. The specific exercises are physical and simple work. They offer a means for developing an appreciation of one set and others in the context of changing space. 3 credit hours. 65560

M.A. SEMINAR: COLLOQUIUM II
JUDITH SKINNER-BROWN
A fall colloquium seminar, culminating in comprehensive exams. 1.5 credit hours. 65572b

BUDDHISM IN TIBET
JUDITH SKINNER-BROWN
This course will trace the development of Buddhism in Tibet, principally during the first and second spreadings of Buddhism. 65572b

THAILAND: MEDITATION PRACTICE
VIVIEN C. KONGTRUL RINPOCHE
A study of Tibetan Thangka painting, with an emphasis upon the art of thangka painting, as well as Tibetan paintings and art. 3 credit hours. 65560

SPECIAL SEMINAR
VIVIEN C. KONGTRUL RINPOCHE
Periodically, Vivien, Khensil Rinpoche, Journey to Boulder from his monastery in Kathmandu, Nepal to teach a special seminar for Denver Institute students. Topics vary from year to year, but these seminars present the richness of Tibetan tradition translated into Western practices. 1 credit hour. 65560

THE BREEZE OF SIMPLICITY: AN INTRODUCTION TO BUDDHIST MEDITATION
VIVIEN C. KONGTRUL RINPOCHE
This seminar will present a brief introduction to the nature of meditation practice from the Tibetan tradition and will guide the student in this direct experience of mind. 1 credit option. 65560

COMPASSION WITHOUT LIMIT
VIVIEN C. KONGTRUL RINPOCHE
This seminar will be a practical workshop on the development of compassion for others. Through talks and guided meditation, students will practice the meditations of the "Four Immeasurables," one of the most important contemplative practices of compassion in the Mahayana Buddhism. 1 credit option. 65560

THREAT AND VAPASSANA WEEKEND
VIVIEN C. KONGTRUL RINPOCHE
An intensive weekend workshop on insight meditation, "vapassana," from the Theravada Buddhist tradition of Southeast Asia. There will be instruction in sitting, walking, and lying meditation practices as well as short talks, guided meditations, and silent meditation. 1 credit hour. 65560

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Gerontology and Long-Term Care Management M.A.

“A human being would certainly not grow to be seventy or eighty years old if it were not the case that nature had no meaning for the species to which he belongs.”

—Carl Jung, Modern Man in Search of a Goal

Advances in medical knowledge and technology have allowed us to increasingly extend our average life span, but our cultural view of old age and the care allocated to elders continue to be limited, particularly for those suffering from chronic illness. We see longevity, yet we see old age as a fearful dictate. Our core concerns for care and services to frail elders are the products of our cultural prejudices and are, for the most part, unformed by any vision of the social value of long life. The work of caring for those who are chronically ill, the elderly, and dying is not valued highly. The pay is low, the workload difficult, and on-the-job training and support is minimal. Few acknowledge the emotional pain of caring for dozens of frail and dying people on a daily basis. Ultimately, this situation results in poor quality care and a lack of fellowship for those who can look forward to.

Recent federal legislation, the Omnibus Budget Reconciliation Act of 1987 (OBRA), recognizes these problems. This law marked a major shift in public policy. Caregiving must now be “resident centered.” What is clearly required is a curriculum and training program for caregivers and their managers which furthers an understanding of the psychosocial dynamics of old age, and provides the means to deliver patient-centered care.

In response to the requirements of OBRA, three organizations experienced in long-term care have joined forces. The Hanapa Institute trains psychologists who have established highly effective resident treatment services for persons with severe psychoses, for the chronically mentally ill, and for the frail elderly. Phoenix Management provides high quality health services, program initiatives, and turnaround expertise to nursing homes, hospitals, assisted living facilities, adult day care programs, and personal care boarding homes. Juniper Partners, an investment group, collaborates with facility management to enhance resident quality of life and encourage a sense of community among residents, staff, and management. Their goals are to develop a masters level program to train Nursing Home Administrators and to demonstrate a new caregiving model to better address the psychosocial needs of nursing home residents.

CURRICULUM OF THE MASTERS PROGRAM

It is the mission of The Hanapa Institute to create a culture’s fear of aging and death by developing an intergenerational educational and caregiving community that models, creates, appreciation and acceptance in working with old age. The aim of this program is to have a direct impact on the quality of care provided in long-term care facilities by training administrators who are particularly sensitive to the individual psychosocial as well as physical health needs of those in their care.

Administrators-to-be will learn more about themselves, their own relationship to aging and death, and the therapeutic approaches developed by the Institute’s faculty. In addition, they will become skilled in financial and human resource management techniques, in the development of culture community resources, and in advocacy for the needs of their clients. Throughout these weeks of training, graduates will be prepared to act as agents of change in the long-term care industry. They will have the knowledge and skills necessary to create appropriate therapeutic environments for our society’s frail elderly, as mandated by the OBRA legislation.

This masters level program is designed to lead directly to licensure as a nursing home administrator in Colorado and in most other states. It will also prepare graduates for administration of other types of long-term care facilities and elder-care services. The program’s course work is designed to meet continuing education requirements for a variety of health care professionals. While the program is primarily designed for degree students, certain courses will be open to non-degree students for continuing education purposes.

The Long-Term Care degree combines training in mindfulness and body awareness disciplines with classroom study, an internship, and a seminar designed to provide faculty guidance of the internship experience. Degree program applicants will be screened through a personal interview process by the faculty to assure a level of maturity appropriate to this type of learning and career.

The degree program is 16 months long (a total of 50 semester hour credits) and has four basic components:

1. Training in mindfulness and body awareness disciplines serves as the foundation for working with old age and the dying process. Training the mind through traditional mindfulness and body awareness techniques sharpens one’s awareness, attention to detail, and ability to discriminate between sensation and clarity. In particular, this training allows one to slow down the tempo of mental activity in order to be able to meet the mind of someone experiencing the aging or dying process. As such, it serves as the ground for learning the technique of basic attendance, which is at the heart of the Hanapa therapeutic approach.

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Course Descriptions

THE PSYCHOLOGICAL TASKS OF AGING
VICTORIA HOFFMAN and REVA TIFT
This course covers the social, psychological, cultural and spiritual aspects of aging. Aging is presented as a psychological and social phenomenon common to all. Key theories of aging are discussed, including life cycle, social issues surrounding aging and the aging process. Students will be exposed to current research and theories related to aging as well as an opportunity to explore their own values and beliefs related to aging.

CONCEPTS IN HEALTH AND DISEASE
LA DONNA ROSENTHAL and SUSAN SCHMIDT
This course provides an overview of the types of health problems common to those requiring long-term care services. In each health area, the course reviews causes or factors, symptoms, effects or functioning, progression/diagnosis, rehabilitation or adaptation by and behavior of patients with the disease. The course also considers ethical, physiologic, and psychologic aspects of health problems. The course provides an introduction to the field of long-term care.

CONCEPTS OF MANAGEMENT
VICTORIA HOFFMAN and REVA TIFT
This course explores the role of the manager in the care of the aging. The course covers the concept of management, including leadership, management systems, and the types of management systems used in long-term care settings. The course also covers the importance of effective communication skills and the role of management in the long-term care setting. The course also covers the role of the manager in the development and implementation of policies and procedures.

THERAPEUTIC APPROACHES IN LONG-TERM CARE
VICTORIA HOFFMAN and REVA TIFT
This course explores the role of the long-term care provider in the management of chronic conditions. The course covers the concept of management, including leadership, management systems, and the types of management systems used in long-term care settings. The course also covers the importance of effective communication skills and the role of management in the development and implementation of policies and procedures.

MODELS OF LONG-TERM CARE: ISSUES IN MANAGEMENT
FACULTY
This course provides an overview of the role of the long-term care provider in the management of chronic conditions. The course covers the concept of management, including leadership, management systems, and the types of management systems used in long-term care settings. The course also covers the importance of effective communication skills and the role of management in the development and implementation of policies and procedures.

LONG-TERM CARE DELIVERY SYSTEM
ELIZABETH BOWDEN and JAMES L. ORR Dynt
This course explores the role of the long-term care provider in the management of chronic conditions. The course covers the concept of management, including leadership, management systems, and the types of management systems used in long-term care settings. The course also covers the importance of effective communication skills and the role of management in the development and implementation of policies and procedures.

SUMMER (6 weeks)
Human Resource Mgmt
Health Policy
Professional Seminar
AT Internship
SUBTOTAL
Fall (15 weeks)
Legal/Ethical Environment
Community Relations/Mktg
Financial/Capital Mgmt/Banking
Medicare/Medicaid
Managers Placer
Professional Seminar
AT Internship
SUBTOTAL
TOTAL CREDITS
Faculty: James L. Spady (Co-Director), Lynne S. Katzmann (Co-Director), Victoria Howard
Adjoint Faculty: Elizabeth Borden, Sue Evans, Amanda Trosten-Rhines, Jeff Freeman, La Donna Roosevelt, Susan Wei, Sigal Sommerfeld, Russ Hie, Lucien Wu

Course Calendar
Fall I (15 weeks)
Psych Towars Aging
Concepts/Appl of Mgmt
Concepts/Health/Dis
LTC Delivery System
Principles of Accounting
Body Autonomy Protective
FacultY/Graduate Retreat
SUBTOTAL
16
*The initial 5 courses to be taught in 14 weeks with the retreat during the last 10 days of the semester
Spring (10 weeks)
Therapeutic Approaches
Models of LTC: Issues in Mgmt
Reimbursement/Remuneration
Special Topics/Effctive
Professional Seminar
AT Internship
SUBTOTAL
13
Credit Hours
2
1
1
1
1
3
4
1
4
1
3
Summer (6 weeks)
Human Resource Mgmt
Health Policy
Professional Seminar
AT Internship
SUBTOTAL
Fall (15 weeks)
Legal/Ethical Environment
Community Relations/Mktg
Financial/Capital Mgmt/Banking
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AT Internship
SUBTOTAL
13
Credit Hours
2
1
1
1
1
3
4
1
4
1
3
REVENUE SOURCES AND REIMBURSEMENT MECHANISMS

This course surveys sources of revenue for long-term care facilities. Special emphasis is given to a description of the Medicare and Medicaid programs, including their eligibility requirements and benefit configurations as well as reimbursement mechanisms. Some Medicaid is the primary source of funds for most facilities serving the chronically ill. The course also examines the specific elements of Medicaid reimbursement, variations among state Medicaid programs, and strategies for Medicaid reform in the federal and state level. The course concludes with an in-depth review of core reporting, the mechanism by which facility reimbursement rates are generated. 2 credit hours. (SPAD)

HUMAN RESOURCES MANAGEMENT

This course explores the application of general human resource management principles to long-term care and other health-related facilities. Students learn practical as well as technical skills to enable them to attract and retain the highest quality staff possible. Activities covered include personnel recruitment and selection, staff training and development, employee communications, performance planning and appraisal, employee health and safety, labor relations, compensation and benefits administration, and counseling and disciplining staff. Students also assess their managerial styles based on both their internship experiences and the use of diagnostic instruments. Human resource management principles are then applied to the specific task of motivating and supporting caregiving staff. 2 credit hours.

HEALTH POLICY, LEGISLATIVE PROCESS AND RESEARCH

This course provides an overview of the types of federal, state, and local laws and regulations affecting the provision of health care services, particularly long-term care services. Policy areas discussed include licensure of professions and facilities, conditions of participation in training programs, labor laws and employment practices, and facility safety. The course also includes a general introduction to legislative process, how a policy is developed, and how a law is transformed through regulatory procedures. Each policy area is presented in terms of its origin, current regulatory structure, and future trends. The relationship of research to health policy is discussed including how to evaluate research findings. Emphasis is placed on how to influence public policy. 2 credit hours.

LEGAL AND ETHICAL ENVIRONMENT OF LONG-TERM CARE

JAMES L. SPARKS

This course provides an introduction to ethical and legal issues involved in the administration of long-term care facilities. It begins with a presentation of the structure of the court system and court procedures and the definitions of different types of liability. Legal principles are reviewed for contract law, wills and estates, tax law, corporate law, guardianship, fees, privacy and confidentiality, and mental and unmarital child support. Specific emphasis is given to the role of health care professionals and administrators. The second part of the course focuses on the role of ethics in health care services management, including principles of ethics and methods of problem solving analysis, a review of organizations, administrative and biomedical ethical issues, and designs of equity in the allocation of health care services and new technologies. 2 credit hours.

COMMUNITY RELATIONS AND MARKETING

ELIZABETH BORDON

This course addresses the definition of community in terms of resources and opportunities management. Students are introduced to the concept of community, its components, and the opportunities serving older people and their families. Advocacy skills are emphasized. The course covers the role of marketing in health care generally and in long-term care specifically. Students are taught the fundamentals of developing a marketing and community relations program including working with the media, advertising, newsletters, presentations, and awards and are responsible for developing and implementing such a program in conjunction with their internship. 2 credit hours.

FINANCE, CAPITAL MARKETS, AND BANKING

LYNN B. KATZMANN, LUCEN KUZEM

This course explores options for external financing including commercial banks, investment banks, and the public markets for debt and equity. It is a weekend seminar format, various views of accessing working capital, facilities acquisition, renovation, and construction funds are presented and development and maintenance of relationships with financial institutions are discussed. The course is designed to help students analyze and evaluate the costs and benefits of each financing plan. The presentation of the material to potential funders is discussed. Current market conditions are surveyed. The course includes panel presentations and discussions as well as case studies. 1 credit hour.

ADMINISTRATOR-IN-TRAINING INTERNSHIP

Students are placed in long-term care facilities in the Boulder/ Denver area. The internships are designed to provide the participants with experience in the specific function of the facility. Students are given the opportunity to observe and gain knowledge through real-life experiences. The internship is a 20-hour per week position in the facility. Most internships are filled 2 credit hours for each of three semesters.

PROFESSIONAL SEMINAR

This seminar continues throughout the 12 months of the A.T. internship. It provides an opportunity for students to discuss experiences in their internship placements with faculty from both the therapeutic and management courses. The emphasis is on an applied project taught in the content-oriented courses to specific issues and challenges experienced by students at their internship sites. Specific techniques are offered for organizing students observations and descriptions of administrative, organizational, and therapeutic activities. 1 credit hour for each of three semesters.

FACULTY/STUDENT RETREAT FACULTY

FACULTY/STUDENT RETREAT FACULTY

Faculty and students participate in a ten-day group retreat in a remote retreat setting, scheduled during the last week of the first semester and prior to beginning the A.T. internship. The retreat is organized based on the principles of a therapeutic community, thus serving as a model of that organizational approach. The retreat setting permits a more in-depth personal experience of skills understanding of aging, sexuality and death, through further mindfulness, awareness training and its relationship to caregiving and support for caregivers. Other exercises are designed to prepare students for entering a long-term care facility environment is used, including family therapy and psychiatry techniques and methods of organizational observation and assessment. 2 credit hours.

SPECIAL TOPICS/ELECTIVES

Additional materials will be presented in intensive weekend workshops. Topics include: Facilities and Capital Resource Management and Interdisciplinary Health Care Perspectives. Students may also select from other Naropa Institute courses. A total of 2 credit hours.

BODY AWARENESS ELECTIVE

Understanding the aging and dying process, as well as chronic illness and life expectancy, requires a familiarity with the relationship between physical and psychological processes. The Naropa Institute offers a variety of courses for developing an understanding of the body-mind relationship. At least two credits must be taken in a body awareness discipline from either classical disciplines such as Tai Chi, Qigong, Aikido, or Yoga, or other integrative body studies offered in the departments of movement Studies, somatic Psychology, or Theater Studies, or from courses in exercise arts therapy. (See the Naropa Institute course catalog for more information). 2 credit hours selected from existing Naropa courses.

MASTERS PROCESS PAPER

Students are required to complete a Masters Process paper and make a presentation to the program faculty and students towards the end of the last semester based on their year-long internship. 1 credit hour.

Please Note: The courses and descriptions listed above are still evolving through dialogue between industry officials and the Naropa Institute faculty. Consult the Naropa Institute Department for updates on changes.
Psychology: Contemplative Psychotherapy M.A.

Program Description

"Buddhist psychology is based on the notion that human beings are fundamentally good. Their most basic qualities are positive ones: openness, intelligence, and wisdom." — Chogyam Trungpa, Rinpoche

The Master of Arts in Psychology, Contemplative Psychotherapy is designed for students who are ready for personal challenge and intensive work. The training of a contemplative psychotherapist begins by becoming intimately familiar with both teachers and the wisdom teachings; in one's own practice. The uniqueness of this program is its emphasis on depth of being. Unlike we know how our minds work, and how to work with them and bring ourselves to authentic presence, the help we offer others will be superficial. This self-study lays the ground for providing genuine assistance to clients in the therapeutic process of uncovering health and bringing confusion.

The root teaching of the program is the practice of unconditional, intrinsic health — brilliant sanity. According to the Buddhist tradition, mind has no permanent center or "ego." Thus, a major theme in the training is learning to recognize moments of clear experience in contrast to the "confusion" of such permanent self or "ego." Doing this involves self-study using techniques of mindfulness meditation, contemplative body awareness disciplines, and academic study, both in a learning community and at the institute. Applying this understanding and the experience of mindfulness awareness to the work of psychotherapy is the practice of contemplative psychotherapy.

The program consists of two-and-one-half years of academic, experiential, and practical study. During this period, students are immersed in a variety of settings, from academic study to clinical practice, all in a community of teaching and learning.

3) Training in contemplative body disciplines throughout the program to deepen the experience of synchronizing body and mind;

4) A nine-month internship in a local community agency with on-site supervision, as well as specialized small group clinical tutorials led by the clinical faculty.

5) A master's paper in which students use their clinical work to demonstrate their understanding of contemplative psychotherapy in both oral and written form to peers and faculty.

The M.A. Contemplative Psychotherapy Program has been in existence for 16 years, and graduates have been successful in securing professional jobs in the field. Although the approach of emphasizing the discovery and cultivation of depth of being is unconventional, the graduates of this program are highly regarded by conventionally trained professionals.

Upon completion of the program, graduates have a strong foundation in the principles and practices of providing health-focused care and others. Over 300 graduates of the program have qualified to work as counselors and psychologists.

In a wide variety of settings, such as community mental health centers, residential treatment facilities, and social service agencies.
Contemplative Body Disciplines
The Contemplative Psychotherapy program balances an intimate study of the mind and
body disciplines with practices that are available through classical
body disciplines. These include tai chi, yoga, qigong, and other
"integrative" body studies from the
Departments of Movement, Studio, and Therapeutics, which are
in each semester of the program. Students learn in
contemplative body practices, in order to
work with spirituality and somatic experience, to
introduce the variety of practices which
are available in somatic and breathing practices, to
allow student opportunities to experience
the integrated body-mind method of profound meditation
and address the challenge of the self and
mindfulness in a contemplative practice which
they can pursue in their daily activities. To
develop the creativity of students in
listening to the breath, to understand the
potential bodymind synchronization of their
daily activities, and to develop the awareness of the
students' own development. Students must
focus on the body and practice awareness
directed at the body at the beginning of the semester. A
full list of courses at the Institute
which meet the awareness
requirement is available from
the department.

Clinical Internship Program
The M.A. Program in Psychology
Contemplative Psychotherapy is designed
to provide the student with an experience
in the clinical professions. For the reason, the nine-month supervised
internship, which begins in the third-year of study, is a vital part of
the program. Clinical field placements is
comprised through the Institute and provide students
with opportunities to experience work in
a variety of settings, including medical and
family environments, as well as
residential and group settings. Students should plan to
be available for internship
placement beginning for at least one month following the Fall program.
Courses

First Year - Fall

INTRODUCTION TO BUDDHIST PSYCHOLOGYPRACTICUM I
KAREN KOTZEBUE, WITNESS
Contemporary psychotherapy is based on the view that health is intrinsic and unconditional. Because of mistaken views, we do not always experience this inherent brilliance. Using Buddhist teachings, the course explores both intrinsically healthy and the obstacles to self-awareness. It looks into the tradition of mindfulness, the practice of mindfulness, psychological materials, and working with emotions. The practice of mindfulness and meditation is introduced. Class ends at Thanksgiving; 2 credit hours. PYS201

THE EVOLUTION OF CENTRAL CONCEPTS IN WESTERN PSYCHOLOGY
MARTA KAROLIS
Western psychology has evolved its own theories, 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, defensiveness, 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 as a practice discipline. Class ends at Thanksgiving; 2 credit hours. PYS202

MARRIAGE PROCESS A AND B
NANCY PORTNOY
This course is an introduction to family process and family systems. The purpose of the course is to assist the student in experiencing the shift in perspective that comes from seeing family as a system—in its own organization and life cycle—beyond that of the individual. In addition, students explore their families of origin as a ground for working with others. The format of the course consists of lectures, student presentations, class discussions, and experiential exercises; 2 credit hours, PYS521 and PYS522

Second Year - Fall

PSYCHOPATHOLOGY II: PSYCHOLOGY
JULIAN SLottomeyer
From the Buddhist point of view, psyche involves a particular kind of pain through six psychological realms. What occurs isn't something that is simply taken for granted. This course studies the psychic experience as it appears in the lives of people, the family, childhood, and adulthood. The various psychological and social conditions that underlie confusion, alteration, and delusions are examined in each of the psychological realms. The understanding of the nature of mind, and how it affects for social and individual treatment, is discussed. 2 credit hours. PYS520

Professional Orientation Community and Organizations (2 credits)

Licensure
The State of Colorado has recently begun to implement National's Licensing Guidelines. This license requires at least two semester credits of coursework in each of the eight areas. Candidates must also have at least two years of supervised postgraduate experience as well as pass the state licensure exam. Application to sit for the exam may be made any time after graduation. The state is beginning to approve individual programs and is in the process of reviewing National's M.A. Psychology Programs. Currently, candidates are being approved individually to sit for the exam. To date, results have been excellent, but no guarantees of any kind can be offered. Please note that this recommendation would place 13 of the 18 credits within the curriculum of the degree, with the other 5 taken as additional or postgraduate credits.
CLINICAL INTERNSHIP: FIELD PLACEMENT A
JANE COHN and EUGENE MORTON, Coordinators
During the nine-month internship, students work 20-30 hours per week in a psychological field work setting. While studying and working alongside mental health professionals, they will be able to learn new skills, gain practical experience, and develop relationships with other professionals. The internship is designed to provide a comprehensive understanding of the field of psychology and to prepare students for future professional endeavors.

THERAPEUTIC PROCESS A
SHARON KERN, D.ES. The course provides an exploration of the relationship between mind, body, and spirit. Students will learn to develop self-awareness and communication skills, learn about the psychological and emotional processes involved in the healing relationship, and gain skills in therapeutic communication.

GROUP WORK I
HELena COOPER-LONGER Over the past 50 years, group psychotherapy has evolved into a unique clinical discipline with its own theories, skills, and body of literature. The use of the group approach, particularly to treat addictions, sexual abuse, and domestic violence, has risen sharply in recent years. This course provides an introduction to the historical and theoretical foundations of group therapy, including its effectiveness in treating a wide range of disorders and its role in the development of a client-centered approach to treatment.

CLINICAL TUTORIAL GROUPS A
KAREN KESSEL, DIRECTOR The course focuses on the development of skills in effective communication and collaboration among team members, including the management of group dynamics and conflict resolution. Students will learn to develop effective therapeutic strategies and to enhance their ability to work collaboratively with colleagues.

SECOND YEAR - SPRING

THERAPEUTIC PROCESS B
KAREN KESSEL, DIRECTOR Continuation of Clinical Internship: Field Placement A. 4 credit hours. PY920

GROUP WORK II
ROBERT LUNGER Group Work II emphasizes the leadership task in group therapy. Leadership will be discussed in the context of the contract, group resistance, transference, countertransference, cohesion, aggression, and hostility. Students will have the opportunity to observe and participate in the instruction of teaching assistants.

CONTEMPORARY PSYCHOTHERAPY SEMINAR
KAREN KESSEL, DIRECTOR The seminar focuses on the use of contemporary psychotherapy techniques in the treatment of mental health issues, including the integration of cultural and social factors in therapy. Students will learn to develop effective therapeutic techniques and to enhance their ability to work collaboratively with colleagues.

CLINICAL TUTORIAL GROUPS B
KAREN KESSEL, DIRECTOR Continuation of Clinical Tutorial Groups A. 2 credit hours. PY931

LIFE, DEATH, AND TRANSITION
KATY HARP, D.ES. This course is an exploration of the meaning of life and death, and the role of the therapist in helping individuals navigate these experiences. Students will learn to develop effective therapeutic strategies and to enhance their ability to work collaboratively with colleagues.

COMMUNITY AND ORGANIZATIONS
KAREN WILT, D.ES. This course is designed for students and program graduates who wish to explore community psychology. The course will examine the development of community psychology, including its origins, historical development, and current state of the field. Students will learn to develop effective therapeutic strategies and to enhance their ability to work collaboratively with colleagues.

ADVANCED CONTEMPORARY PSYCHOTHERAPY SEMINAR
KAREN KESSEL, DIRECTOR This course is designed for students and program graduates who wish to explore advanced topics in psychotherapy. The course will examine the development of contemporary psychotherapy, including its origins, historical development, and current state of the field. Students will learn to develop effective therapeutic strategies and to enhance their ability to work collaboratively with colleagues.
Somatic Psychology Department:
Body Psychology M.A.
Dance/Movement Therapy M.A.

Program Descriptions

The Somatic Psychology Department offers a unique program designed to train students in the clinical practice of body-centered psychotherapy. Students choose between one of two possible 46-credit degree programs: Body Psychology or Dance/Movement Therapy. The Body Psychology degree is designed for individuals interested in body-centered psychotherapy. The Dance/Movement Therapy degree is for individuals who work with the healing power of the creative process, specifically as it relates to expressive movement.

Both degrees offer intensive study, training, and supervision in practices of psychotherapy that address the sensory and experiential flow of the physical body. The program's philosophy bases itself on the belief that direct and unconditioned experiencing of the present moment is itself the process of healing. The most vital and basic way to experience reality directly is by fully occupying our bodies. The activity of therapy, then, provides removing learned obstacles to our full-bodied participation, outliving our ability to fully dance with the moment.

The M.A. program integrates elements of Eastern thought and Western psychology, entwined with traditional and avant-garde methodologies, and provides therapeutic training based on compassionate awareness. The Dance/Movement Therapy program is designed in accordance with the training guidelines of the American Dance Therapy Association (ADTA) and has been an ADTA-approved program since 1979. Graduates of both programs are eligible, after two years of post-graduate experience, to sit for the Licensed Professional Counselor's (LPC) exam for the state of Solano. Body Psychology majors also need to add additional practicum hours during the program to sit for the exam.

In both the Body Psychology and Dance/Movement Therapy programs, students are exposed to a rich array of curricular classes in the department. All students take separate specialization classes. The Dance/Movement Therapy majors do an internship, while Body Psychology majors acquire clinical experience using a chosen body-oriented discipline through an "internship." The core curriculum incorporates five areas of concentration during the two to two-and-one-half year, full-time program. (Part-time study is also available.)

1) The first area of concentration centers on the theory and practice of body-centered psychotherapy. The theoretical portion focuses on the work of psychosomatics, body-workers, and dance therapists who have contributed to our understanding of how the body, mind, and emotions are connected. In addition, students study the Healing Cycle, a system developed at the Healing Institute. The skills portion of this area of concentration focuses on awareness training, embodied responsiveness, intuitive and empathic healing, and active guidance in the therapeutic encounter.

2) The second area is a sequence of topics in psychology. These courses focus on developing ways of relating to the world that facilitate a student's self-awareness, provide a basis for working with others, and teach the student both traditional and non-traditional psychological theory.

3) The third area encompasses the observation, description, and diagnosis of movement, beginning with self-evaluation and then moving toward observation of others. The pace of study varies in this area of concentration to accommodate the students' senses in the discernment of movement patterns and implications.

4) The fourth area of concentration comprises the practice of awareness disciplines. These courses are designed to develop personal clarity and self-acceptance, allowing students to practice their compassion and discipline in therapeutic settings.

5) Finally, the fifth area is an immersion or externship. Dance/Movement Therapy majors do a 200-hour fieldwork placement and a 700-hour clinical internship. Severity hours of both group and individual supervision by a registered dance therapist is provided. Body Psychology majors use their externship either to complete or advance their body-work discipline, and to receive guidance in combining their chosen discipline with a psychosomatic orientation and technique.

Requirements for the Dance/Movement Therapy M.A. and Body Psychology M.A.

<table>
<thead>
<tr>
<th>First Year - Fall</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Theoretical Foundations of Body-Based Psychotherapy</td>
<td>2.0</td>
</tr>
<tr>
<td>Movement Therapy Skills</td>
<td>2.0</td>
</tr>
<tr>
<td>Movement Observation</td>
<td>2.0</td>
</tr>
<tr>
<td>The Body and Its Psychological Periphery</td>
<td>2.0</td>
</tr>
<tr>
<td>Clinical Development</td>
<td>2.0</td>
</tr>
<tr>
<td>Clinical Orientation</td>
<td>1.5</td>
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<tr>
<td>Contemplative Practice Elective</td>
<td>2.0</td>
</tr>
<tr>
<td>Group Therapy</td>
<td>2.0</td>
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<td>SUBTOTAL</td>
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<tbody>
<tr>
<td>Theoretical Foundations of Body-Based Psychotherapy</td>
<td>2.5</td>
</tr>
<tr>
<td>Movement Therapy Skills</td>
<td>2.5</td>
</tr>
<tr>
<td>Movement Assessment</td>
<td>2.0</td>
</tr>
<tr>
<td>This Body and Therapeutic Orange</td>
<td>2.0</td>
</tr>
<tr>
<td>Adult Developmental Issues</td>
<td>2.0</td>
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<tr>
<td>Clinical Orientation</td>
<td>1.5</td>
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<td>Contemplative Practice Elective</td>
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Courses

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<tr>
<th>Course Title</th>
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<tr>
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<tr>
<td>Further Requirements for Both Degrees</td>
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<tr>
<td>THEORETICAL FOUNDATIONS OF BODY-BASED PSYCHOTHERAPY I</td>
<td>2.0</td>
</tr>
<tr>
<td>CHRISTINE CALLOWELL</td>
<td></td>
</tr>
<tr>
<td>This course explores both Western and Eastern models for the body's role in healing and surveys modern psychotherapies and body work forms which use expressive movement. Findings in current research which address body-based healing, and the role of the creative act in healing will also be examined.</td>
<td></td>
</tr>
<tr>
<td>2.5 credit hours.</td>
<td>SP500</td>
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<tr>
<td>MOVEMENT THERAPY SKILLS I</td>
<td>2.0</td>
</tr>
<tr>
<td>CHRISTINE CALLOWELL</td>
<td></td>
</tr>
<tr>
<td>This is the first part of a year-long sequence of skill building in body-based psychotherapy. Particular emphasis will be placed on the integration of expressive movement and breathwork. Students will practice attention skills, sensing, intuition, basic presence and positive regard, and action-oriented facilitation, which focus on the direct process of healing and growth.</td>
<td></td>
</tr>
<tr>
<td>2.5 credit hours.</td>
<td>SP501</td>
</tr>
<tr>
<td>THE BODY AND ITS PSYCHOLOGICAL PATTERNS</td>
<td>2.0</td>
</tr>
<tr>
<td>SUSAN APICHYAN</td>
<td></td>
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<tr>
<td>The focus of this course is on the mind expressed through the body. Approaching the subject both experientially and intellectually, the course will include the major stages of motor development and their psychological implications. Following this will be a study of the movement and psychology of the major systems of the body.</td>
<td></td>
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<tr>
<td>This course will be continued in the Spring semester.</td>
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<tr>
<td>2.0 credit hours.</td>
<td>SP502</td>
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<tr>
<td>GROUP THERAPY I</td>
<td>2.0</td>
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<tr>
<td>BERNIE MARRI and HELENA COOPER-UNGER</td>
<td></td>
</tr>
<tr>
<td>This two-year course is designed to provide students with an opportunity to participate in a group. The time is set aside for personal exploration and group relationship. This class is a demanding task for self-exploration and problem solving.</td>
<td></td>
</tr>
<tr>
<td>Non-credit.</td>
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</table>
INTERNERSHIP SEMINAR I

JANICE BEARD

During the second year, each student will enter a clinical training setting and, under APA supervision, will lead illustrated therapy groups. The seminar consists of 700 hours and includes participation in seminar, teach-in, and group sessions. The seminar will be held in cooperation with the University of Pennsylvania. 1.5 credit hours. SP500

INTERNSHIP PLACEMENT I

FACULTY

2 credit hours. SP511

INTERNERSHIP SEMINAR II

SUSAN APOSTOYAN

This year-long course is for body psychology majors who have completed their first-year requirements. It involves the supervision of a psychiatric experience that will assist the student in clinical and professional activities. 1.5 credit hours. SP551

EXPERIENTIAL PRACTICUM I

FACULTY

For body psychology students that are concurrently enrolled in SP550. Clinical placement practice. 2 credit hours. SP556

Second Year - Spring

EXPERIENTIAL PRACTICUM II

SUSAN APOSTOYAN

This course is designed for body psychology majors who have completed their first-year requirements. It involves the supervision of a psychiatric experience that will assist the student in clinical and professional activities. 1.5 credit hours. SP556

BIRTH AND DEATH IN BUDDHIST PSYCHOLOGY

CHRISTINE CALDWELL

In this course we will explore two lifecycles that are rarely addressed in movement therapy. The effects of pre- and perinatal trauma on adult patterns and psychopathology will be examined. Second, the dying process will be introduced as a vivid experience of self and identity. Birth and death will be treated as the two sides of the coin of the "Living process." Specific techniques and interventions which address these processes will be taught. 2.5 credit hours. SP557

RESEARCH AND STATISTICS II

FACULTY

This course will be a continuation of the concepts and techniques learned in SP510. 2 credit hours. SP558

INTERNERSHIP SEMINAR III

JANICE BEARD

1 credit hour. SP559

INTERNERSHIP PLACEMENT II

FACULTY

2 credit hours. SP560

GROUP THERAPY III

HELLEN COOPER-LONGHALL and BERNIE MARKEY

(See First Year Fall course description)
Non-credit. SP560

EXPERIENTIAL TUTORIAL I

SUSAN APOSTOYAN

This year-long course is for body psychology majors who have completed their first-year requirements. It involves the supervision of a psychiatric experience that will assist the student in clinical and professional activities. 1.5 credit hours. SP561

PSYCHOLOGY OF THE BODY

PENNY MOOREN

This course will focus on somatic learning as it applies to the therapeutic process. In this approach the body serves as a ground for identifying, working, and appreciating one's style psychologically, ethnographically, and energetically. Course material will combine systems work with theoretical learning. Activities will include body readings, brainstorming, hands-on bodywork, posture and movement observation, and processing communication with clients. From a bodywork perspective, participants will learn about boundaries, expression, anger, relaxation, conflict, pleasure, relationships, and the energies of emotional states. emphases will be placed on developing awareness and a human relationship with one's habitual patterns as a basis for working with others. 2 credit hours. SP565

EXPERIENTIAL SEMINAR I

FACULTY

For body psychology students that are concurrently enrolled in SP560. Clinical placement practice. 1.5 credit hours. SP566

SYSTEM SKILLS IN BODY-BASED PSYCHOTHERAPY

STEVE HARVEY

The exploration of family and social systems at higher levels of body organization is the perspective of this course. It will combine family and social systems theory with an organic perspective to provide an overview for treatment. 2.5 credit hours. SP567

SPECIAL TOPICS IN PSYCHOTHERAPY AND COUNSELLING

AKOS MAISKY

This course is designed to offer new developments in the field of psychodynamic therapy and treatment. It is primarily a theory course that will bring in current developments in different subject areas. It will particularly stress such topics as counseling methodologies and the culturally different, curricular trends in diagnostic categories (such as Post Traumatic Stress Disorder, etc.), innovative treatment modalities, and new research findings. This course is open to all graduate psychology and counseling majors, as well as interested professionals. 1.5 credit hours. SP568

RESEARCH AND STATISTICS

STEVE HARVEY

The focus of this course will be the study of formal mathematical practices. It relates the field of decision science. Particular emphasis will be placed on learning the fundamental research design, including the concepts of validity, reliability and experimental design. Students will evaluate and literature in the field and begin designing their own thesis materials. 1 credit hour. SP569

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Program Description

The Master of Arts program in Transpersonal Counseling Psychology is designed to offer students a comprehensive education that integrates the latest research and theoretical perspectives in the field of psychology. The program provides a strong foundation in the theoretical and practical aspects of counseling, with a focus on the development of therapeutic skills and the ability to work with clients from diverse backgrounds.

1. **Psychology Courses**
   - **1st Year Courses**
     - Introduction to Psychology
     - Cognitive Psychology
     - Social Psychology
     - Developmental Psychology
     - Personality Psychology
   - **2nd Year Courses**
     - Research Methods and Statistics
     - Clinical Psychology
     - Abnormal Psychology
     - Neuropsychology
     - Neuroscience

2. **Clinical Supervision and Practicum**
   - Students are placed in supervised clinical settings to gain hands-on experience in the delivery of psychological services.
   - Practicum experiences include individual and group therapy, psychological assessment, and crisis intervention.

3. **Thesis or Internship**
   - Students have the option to complete a thesis on a topic of their choosing, or to complete an internship in a clinical setting.

4. **Elective Courses**
   - Students can choose from a variety of elective courses to tailor their education to their specific interests and career goals.

5. **Program Benefits**
   - Small class sizes ensure individual attention and personalized guidance.
   - Opportunities for networking with experienced professionals in the field.
   - Access to state-of-the-art facilities and resources.
   - Strong alumni network for career opportunities.

For more information or to apply, please visit the program website at [Transpersonal Counseling Psychology Program](#).
### Concentration in Art Therapy

Students pursual theoretical and experiential coursework designed to prepare them for credentialing as a Licensed Professional Counselor and as a Registered Art Therapist. To meet these requirements the curriculum includes 32 credits of art therapy courses and 28 credits of counseling psychology courses. The Art Therapy Program must be taken full-time; students are not on clinical leave.

**Concentration in Music Therapy**

This program is designed to prepare students for credentialing as a Licensed Professional Counselor and as a certified Music Therapist. Due to the clinical components of this program, students must attend full-time. The basic curriculum follows the path of the M.A. in Transpersonal Counseling Psychology with the Music Therapy curriculum serving as a concentration area. This program is under development and is scheduled to begin in the fall of 1980 or 1981.

**Requirements for the Transpersonal Counseling Psychology M.A.**

Although the M.A. in Counseling Psychology is designed as a two-year full-time program, students are encouraged to attend part-time If they are working and attending classes.

**First Year - Fall**

<table>
<thead>
<tr>
<th>First Year Fall</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methods of Psychotherapy</td>
<td>3</td>
</tr>
<tr>
<td>Psychology of Meditation</td>
<td>3</td>
</tr>
<tr>
<td>Counseling Relationship</td>
<td>2</td>
</tr>
<tr>
<td>Child Development</td>
<td>2</td>
</tr>
<tr>
<td>Gestalt Awareness</td>
<td>2</td>
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**First Year - Spring**

<table>
<thead>
<tr>
<th>First Year Spring</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Transpersonal Psychology</td>
<td>2</td>
</tr>
<tr>
<td>Group Dynamics &amp; Leadership</td>
<td>2</td>
</tr>
<tr>
<td>Counseling Relationship</td>
<td>2</td>
</tr>
<tr>
<td>Body Awareness Elective</td>
<td>2</td>
</tr>
<tr>
<td>Child Development &amp; Art Therapy</td>
<td>2</td>
</tr>
<tr>
<td>Art Therapy Skills I</td>
<td>2</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
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**Second Year - Fall**

<table>
<thead>
<tr>
<th>Second Year Fall</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Professional Seminar &amp; Ethics I</td>
<td>3</td>
</tr>
<tr>
<td>Contemplative Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Gestalt Awareness I</td>
<td>3</td>
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**Second Year - Spring**

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<tbody>
<tr>
<td>Research &amp; Statistics I</td>
<td>2</td>
</tr>
<tr>
<td>Field Placement</td>
<td>2</td>
</tr>
<tr>
<td>Professional Seminar &amp; Ethics II</td>
<td>3</td>
</tr>
<tr>
<td>Art Therapy Skills II</td>
<td>2</td>
</tr>
<tr>
<td>Special Populations</td>
<td>1</td>
</tr>
<tr>
<td>Cross-cultural Values</td>
<td>2</td>
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<tr>
<td><strong>SUBTOTAL</strong></td>
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**Spring**

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<tbody>
<tr>
<td>Counseling Relationship</td>
<td>2</td>
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<tr>
<td>Music Therapy I</td>
<td>2</td>
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<tr>
<td>Transpersonal Psychology</td>
<td>2</td>
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<tr>
<td>Body Awareness</td>
<td>2</td>
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<tr>
<td>Adult &amp; Career Development</td>
<td>2</td>
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<tr>
<td>Music Therapy: Special Populations</td>
<td>2</td>
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**Summer**

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<td>Family Systems</td>
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<td>Clinical Assessment</td>
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<td>Art Therapy Skills II</td>
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**Requirements for Art Therapy Concentration**

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<tr>
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<tbody>
<tr>
<td>Methods of Psychotherapy</td>
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<tr>
<td>Psychology of Meditation</td>
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<tr>
<td>Counseling Relationship</td>
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<td>Art Therapy Skills I</td>
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<tr>
<td><strong>TOTAL CREDITS</strong></td>
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<th>First Year Spring</th>
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<tbody>
<tr>
<td>Transpersonal Psychology</td>
<td>2</td>
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<tr>
<td>Group Dynamics &amp; Leadership</td>
<td>2</td>
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<tr>
<td>Counseling Relationship</td>
<td>2</td>
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<tr>
<td>Child Development &amp; Art Therapy</td>
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<tr>
<td>Art Therapy Skills II</td>
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**Second Year Fall**

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<th>Second Year Fall</th>
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<tbody>
<tr>
<td>Professional Seminar &amp; Ethics I</td>
<td>3</td>
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<tr>
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**Second Year Spring**

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<td>Research &amp; Statistics I</td>
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**Spring**

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<td>Counseling Relationship</td>
<td>2</td>
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<td>Music Therapy I</td>
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<tr>
<th>Summer</th>
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<tbody>
<tr>
<td>Family Systems</td>
<td>2</td>
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<td>Clinical Assessment</td>
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**Requirements for Concentration in Music Therapy**

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<tbody>
<tr>
<td>Methods of Psychotherapy</td>
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</tr>
<tr>
<td>Music Therapy I</td>
<td>2</td>
</tr>
<tr>
<td>Transpersonal Psychology</td>
<td>2</td>
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<tr>
<td>Body Awareness</td>
<td>2</td>
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<tr>
<td>Adult &amp; Career Development</td>
<td>2</td>
</tr>
<tr>
<td>Music Therapy: Special Populations</td>
<td>2</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>12</strong></td>
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<table>
<thead>
<tr>
<th>Summer</th>
<th>Credits</th>
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<tr>
<td>Family Systems</td>
<td>2</td>
</tr>
<tr>
<td>Clinical Assessment</td>
<td>2</td>
</tr>
<tr>
<td>Art Therapy Skills II</td>
<td>2</td>
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<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>6</strong></td>
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**Courses**

**TRANSITIONAL COUNSELING PSYCHOLOGY CORE COURSES**

<table>
<thead>
<tr>
<th>First Year - Fall</th>
<th>Credits</th>
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<tbody>
<tr>
<td>TRANSITIONAL PSYCHOLOGY</td>
<td>2</td>
</tr>
<tr>
<td>Group Dynamics &amp; Leadership</td>
<td>2</td>
</tr>
<tr>
<td>Counseling Relationship</td>
<td>2</td>
</tr>
<tr>
<td>Child Development &amp; Art Therapy</td>
<td>2</td>
</tr>
<tr>
<td>Art Therapy Skills II</td>
<td>2</td>
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<td><strong>SUBTOTAL</strong></td>
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<table>
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<tr>
<th>Membership: 30 hours Individual Therapy</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MUSIC THERAPY CREDITS</td>
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<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td><strong>28</strong></td>
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**TRANSITIONAL COUNSELING CONCENTRATION ELECTIVES**

Several courses will be offered each year in the Humanistic Psychology, Jungian Psychology, and Transpersonal Psychology concentrations. See course descriptions beginning on page 111.

### Methods of Psychotherapy

**Christina Kaufman and Katherine L undo**

This course examines how different psychotherapeutic perspectives impact into therapeutic interventions. Major contributions in the field of the latter will be covered. Students will clarify, question, and formulate their own beliefs and approaches to the field of psychotherapy in relation to those major schools of thought. 2 credit hours. CRMP 295

### Psychology of Meditation

**Marvin Casper**

This course introduces students to the practices of sitting and meditation in action. Meditation disciplines from the spiritual traditions will be studied, and students will have the opportunity to explore the relationship of meditation and psychotherapy. 3 credit hours. CRMP 296

### Child Development

**Mary Hartman and Erol Serlet**

Using Western psychological approaches, this course explores psychological development from birth to adolescence. Theoretical models are compared and discussed in relation to personal experience, case studies, and observations of children. 2 credit hours. CRMP 301

### Counseling Relationship I

**Rexa Porter, Diane Plunkett, Judith Gass, and Daphne Chellows**

Students focus on the application of effective communication skills to the counseling relationship. These include effective listening, supportive response, problem solving, conflict resolution, empathy, and nonverbal language. 2 credit hours. CRMP 303
GESTALT AWARENESS I
GARY MUELLER, DEBORAH BOYMAN, BETTY CANNON, WAYNE HANSON, and JUDITH CHACE JACOBSON
Fundamentals of Gestalt's Approach to Therapy. The themes of this beginning class are present-centeredness, the awareness continuum, and community building through persona exploration and demonstrations of Gestalt work. 2 credit hours. CP656

Spring

COUNSELING RELATIONSHIP II
WILLIAM PORTER, DIANE RUBY, JUDITH GASS, DAPHNE CHICLOOS
Students learn the experimental skills underlying many divergent forms of psychotherapy. An overview of the basis of structure and process of therapy is provided, and students explore a number of techniques including transference and counter-transference. 2 credit hours. CP657

TRANSPERSONAL PSYCHOLOGY
DEBORAH BOYMAN and MAUVA STANBRIDGE
This course provides an introductory survey of the major transpersonal theories and their frameworks, including Weber's scenario model of human development. The material builds on the foundation of traditional psychology, and is presented as the cutting edge in the evolution of psychology theory. 2 credit hours. CP656

BODY AWARENESS
FACALY
This course is designed to choose classes in contemplative body practices which train the body from a multidisciplinary approach. These include Tai-chi, yoga, pilates, fooyoo, Small Group Dance and Basic Acting. 2 credit hours.

GESTALT AWARENESS II
GARY MUELLER, DEBORAH BOYMAN, BETTY CANNON, WAYNE HANSON, and JUDITH CHACE JACOBSON
The second semester continues with the themes of the first as well as exploring, in depth, boundary disturbances, dreams and the phenomenon of emergents. Students may experiment with facilitating each other's work as they are ready to do so. 2 credit hours. CP656

ADULT AND CAREER DEVELOPMENT
ROBERT COLLEY
This course is an exploration of social, psychological, and spiritual transitions of adult life. Included are stage development theory, life style issues, career selection and counseling process, career transition and retirement, spirituality, education, religion, and the learning process. Students may be expected to explore their own personal processes and professional implications for creativity. Selected readings are from academic and popular sources. 2 credit hours. CP657.

GROUP DYNAMICS AND LEADERSHIP
HELA OCEAN-JANGER, CHRISTINA KAUFMAN, and ROLAND PHAANS
This course examines specific concepts and theories about groups, including membership, participation, activities, problems, and styles of leadership, which have practical application to a wide variety of group experience. Simple stay exercises demonstrate theoretical concepts. 2 credit hours. CP658.

MEDITATION PRACTICUM
FACALY
This course is a further step in Psychology of Meditation and is designed to support students in the continuance of the discipline of sitting meditation. The students will meet in small groups for meditation practice and discussion. 1 credit hours. CP651.

CLINICAL ASSESSMENT
CLARE RILEY and MAURY KEROME
Counselors must develop diagnostic and descriptive tools to diagnose the behaviors they encounter with clients. Understanding the cause and dynamics underlying many of these behaviors is extremely helpful in constructing treatment plans. This course examines the broad range of mental disorders covered in CP652, concentrating on those most frequently encountered. 2 credit hours. CP658.

FAMILY SYSTEMS
KATHRYN BENTZEN and BRUCE TIFT
This course examines the family as a system with an organization and the goals that it has passed on to the individual. Disclosures and exercises focus on the application of systems theory to the differential facing families in its time of social transition. In addition, students will explore their families of origin as a ground for working with others. 3 credit hours. CP656.

SPECIAL TOPICS:
INCOMPETENT
HOLLY SMITH
This course addresses the varied causes, consequences, and contexts of incest and sexual abuse. Students will learn assessment, treatment, and the legal considerations of this increasingly visible problem. 1 credit hour. CP610

SPECIAL TOPICS:
TRANSPORTING ADDICTIONS
PATRICK KOTIMAN
This class offers a comprehensive understanding of addiction, their affect on relationships and intimacy, and the role addiction plays in society. Assessment and treatment issues are covered. 1 credit hour. CP611

GESTALT AWARENESS IV
GARY MUELLER, DEBORAH BOYMAN, BETTY CANNON, JUDITH CHACE JACOBSON, WAYNE HANSON
The fourth semester concentrates on video work with classes meeting in small groups. Students have the opportunity to explore their own creative style and utilize all their skills. 2 credit hours. CP652

Summer

FIELD PLACEMENT I
DAPHNE CHICLOOS
The student works a total of 700 hours in community agency settings. 3 credit hours. CP656

PROFESSIONAL SEMINAR & ETHICS I
CLAUDIA HILDE and TERRY KEEPER
Along with the student's in the field placement course, intern reception training and small groups from experienced clinicians at the Institute for Psychotherapy provide interactive supervision. The seminars are designed to provide a forum for discussion of countertransference and other pertinent issues. 3 credit hours. CP657.

GESTALT AWARENESS V
GARY MUELLER, DEBORAH BOYMAN, BETTY CANNON, JUDITH CHACE JACOBSON, WAYNE HANSON
The third semester is structured to provide each student with the opportunity to practice facilitating Gestalt work with therapeutic supervision and video analysis. The theme is the artful delivery of therapy and training of interventions. 3 credit hours. CP656.

CONTEMPLATIVE PSYCHOTHERAPY
MARVIN COOPMAN and LYNNE RHYS
This course is an introduction to contemplative psychotherapy and healing. We will explore questions such as "What is Healing?" and "What is healing?" We will look closely at our own activities and relationship to pain. Basic Buddhist principles will be introduced and examined in the light of each student's own experience. 2 credit hours. CP650

FIELD PLACEMENT II
DAPHNE CHICLOOS
Continuation of CP656 placement. 3 credit hours. CP658.

MEDITATION PRACTICUM II
FACALY
This course is designed to support students in the continuance of the discipline of sitting meditation. The students will meet in small groups for meditation practice and discussion. 1 credit hour. CP616.

Summer

(All second year summer courses are optional.)

Jungian Psychology Consultation

INTRODUCTION TO JUNGIAN PSYCHOLOGY
ELEANOR ASHLIN
This course will lay the foundations for understanding Jungian psychology, its history and development as influenced by the personal life of Carl Jung. "Jung" and others in the atmosphere of the first half of the 20th century. Emphasis will be placed on the practical application of Jung's work as well as in the classroom and professional work. We will look at Jung's ideas about the structure of the psyche, the flow of psychic energy, complexes, archetypes. The collective unconscious, typology, and the ways in which a therapist can exist or foster the psyche's natural tendency to heal itself. 2 credit hours. CP656

ARCHETYPES AND COLLECTIVE UNCONSCIOUS
MARGARET BETHAL
Jung's basic concepts of archetypes and the collective unconscious are explored and contrasted with current Jungian developments in archetypal theory. Emphasis placed on developing an archetypal perspective that facilitates a deeper awareness of self and world, and can be applied in an archetypal and psychotherapeutic perspective. Archetypal images in classical myths and fairy tales are used to illustrate the application of Jungian concepts. 1 credit hour. CP652

ANIMAL AND ANIMUS
DAVID CHAPMAN
Jung's approach to the animal and animus and their integration in the transpersonal aspect within each of us is explored, using experimental and theoretical modalities. We will explore how these concepts interfere with life, gender and development of the psyche. Focus will be on making practical and clinical application of Jung's knowledge to the individual, relationship and the community. [Prerequisite JS652] 1 credit hour. CP656

JUNGIAN STUDIES: ALCHEMY
EVAN HICKINSON
A significant portion of Carl Jung's psychology is historically grounded in alchemy which is an expression of esoteric Christianity. The alchemical model of spiritual evolution would have us "come into the light" by transforming the shadowy dimensions of human personality. [Prerequisite CP652] 2 credit hours. CP652

JUNGIAN ART THERAPY
DEBORAH BOYMAN
Using art as the language of the unconscious process, Jungian concepts are explored through the use of various artistic mediums. Each student's work includes both theoretical and experiential components. None of the course's pre- experience is necessary. [Prerequisite CP652] 2 credit hours. CP652

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JUNGIAN STUDIES: WORLD MYTHOLOGY

FACULTY

Morphological themes occur universally in the human experience, and Jung observed that these themes have psychological significance. Because of this, Jungian and transpersonal theories, especially dream theory, require an understanding of myth and the symbolic systems. Attention is directed to the fairy tale as an aspect of Jungian study.

(Prepubdate: JPS62) 2 credit hours. JP510

JUNGIAN DREAMWORK I
CLAUDIA HELMIE and ELEANOR ALDEN

This course focuses on study and practical work with dream interpretation from a Jungian perspective. Dreams are explored as a therapeutic tool, and students are equipped with skills in guiding the dream interpretation process.

(Prepubdate: JPS62) 2 credit hours. JPS57

JUNGIAN DREAMWORK II

FACULTY

Focus on the work of Jungian analyst, Arnold Mindell, this course explores the concept of the dreambody—the ways in which messages from the unconscious are communicated not only in dreams, but through somatic channels such as dreams, illness, physical symptoms, gestures, postures, and other bodily phenomena. Techniques for exploring the unconscious in various channels will be studied and practiced.

(Prepubdate: JPS62) 2 credit hours. JS568

JUNGIAN DREAMWORK III

FACULTY

The course considered earlier focuses on the study of dreams from a Jungian perspective. Active imagination is studied and practiced as a natural extension of dream processing. Each meditative exercise and analytical imagery is tied up with the unconscious and explored to enhance awareness and growth.

(Prepubdate: JPS62) 2 credit hours. JPS56

HUMANISTIC PSYCHOLOGY

CONCENTRATION COURSES

FACULTY

HUMANISTIC APPROACHES TO PSYCHOTHERAPY
GARY EVANS

Humanistic psychology is an overview of the major humanistic approaches to personal growth and counseling. Some of the basic concepts and applications developed by Rogers, Maslow, Perls, Fritz, and Berne are covered and experiential exercises are explored. 2 credit hours. JPS50

GROUP LEADERSHIP SKILLS

FACULTY

Instruction is given in group leadership skills, including trust building and group cohesive leadership styles, ethical issues, coping with resistance and conflict, and the art of nonverbal expression. Students have the opportunity to practice the group leadership skills on their individual leadership skills, 2 credit hours. JPS57

DYNAMICS OF THE INTIMATE RELATIONSHIP
LAUREN MUEHLE

This course will explore relationships as a dynamic process to more deeply understand the nature of self. The development of the relationship will be examined as a path to wholeness, with focus given to understanding the various stages in light of potential opportunities for growth and change. Particular attention will be given to facilitating the relationship counseling process through lectures, dyadic exercises and demonstrations. Students will have the opportunity to experience various methods, as both counselor and client, as appropriate. 2 credit hours. HPS542

PSYCHOTHERAPY

ROBERT SAGGINA

Psychology is a powerful therapeutic medium that expresses the truth through dramatic methods. Reading, discussion and personal experience with psychotherapy helps students gain an understanding of the psychodynamic method and how it promotes personal growth and self-awareness. 2 credit hours. JPS50

GESTALT COMMUNITY INTENSIVE
SHAWN WILDER and DEBORAH BOWMAN

This course may be taken after the completion of Gestalt Awareness I and II. Designed as a one-week enrichment intensive, in a retreat setting, this course will provide further exploration and application of the gestalt approach for the beginner and intermediate student. Two more advanced learners. Required for certification in Gestalt Therapy Studies. 2 credit hours. JPS57

THEORIES OF GESTALT THERAPY

BETTY CUNNING

This course may be taken after the completion of Gestalt Experience I and II. The history, development, and theory of the gestalt approach to phenomenon and specific of psychometrics will be covered. Required for Certification in Gestalt Therapy Studies. 2 credit hours. JPS57

PSYCHOLOGICAL LEARNING:

KARMAH APPROACH
PAT CLEGG

Recapturing the mind body soul self expresses and reflect in our most deeply held beliefs about self and our world. The Hakanen Method brings those beliefs to conscious awareness. From the body's structure, chronic sensory patterns, movement quality, sensation, and image, we gain information about our self-images and general way of being in the world. We access and utilize specific states of consciousness (i.e. "ineffable" and "the child"), proving beneficial to our everyday patterns of health and automatic responses to those most powerful levels when basic life is organized and directed the quality of our experience. By going slowly and gently, an atmosphere of safety and warmth is established that defenses can be examined and yielded. It is a form of identity and emotional family, will be examined through lecture, case presentation, lab experience, and role play. 2 credit hours. JPS50

PSYCHOSYNTHESIS I: THE BRIDGE BETWEEN PSYCHOLOGY AND SPIRITUALITY

SHAWN STRAWBERRY

Psychosynthesis is called the bridge because it offers a framework, method, and methodology which enables both the therapist and client to view the personality as this vehicle through which the Self or Spirit can be expressed. Further, it explores what issues and dynamics limit the expression of the Self (or Spirit) and how personal and interpersonal growth can occur. Required by Assozial in the early 1990's, it is one of the most comprehensive Jungian psychologies. 2 credit hours. JPS57

LANGUAGE AND COMMUNICATION IN THE HEALING PROCESS
DIANE RUDICH

Based on the principles and techniques developed by the late Leo, Mirum Rikarton, this course will explore various means by which emote subtle, specific forms of communication can be used as powerful healing tools. Through our personal stories of healing and manipulation, we create stories of our lives, and from within these stories, our personal problems. We will work with understanding how subtle links and emotions can be demonstrated through our thoughts and emotions. 2 credit hours. JPS57

JPS57

PSYCHOTHERAPY: THE BODY

WILLIAM McCULLOUGH

This course will focus on somatic healing as it applies to the therapeutic process. It is an approach the body serves as a guide for identifying, working, and appreciating its own style, psychophysically, emotionally, and spiritually. Course materials will combine theoretical work with practical learning. Activities will include body readings, breathwork, hands-on bodywork, posture and movement observation, and perceptual and communication skills. From a bodywork perspective, participants will learn about boundary, expression, emotion regulation, impact, posture, relationships, and the energies of emotional states. Empathy will be processed as a developing awareness and an internal relationship to another's habitual patterns as a basis for working with others. 2 credit hours. JPS50

Transpersonal Psychology Concentration Courses

BUDDHIST PSYCHOLOGY:
MARRIAGE AND FAMILY
MARK VASER and LIV HENGEN

The base of this class will be taught by Chogyam Trungpa Rinpoche, from traditional Tibetan yogic techniques. In this practice, particular places and spiritually designed nuns create a variety of psychological spaces from which arise different styles of thought and emotion. In this practice, we explore the major types of psychological space, their relation to attitudes, passions, ignorance, frustration, aggression, and the structured approach to anxiety, fear and psychoses. Students will attend a weekly discussion, practice in the practice room, and participate in a seminar group for more in-depth processing of the material. 2 credit hours. JPS70

DEATH AS A SPIRITUAL TEACHER

CLAUDIA HELMIE

Death is an archetypal energy and as such the human experience carries a powerful transforming potential. Students will explore the many means of death and will study its impact and value to the soul. Densities with meditation, dreams, and rituals provide the opportunity to integrate death awareness as a teacher for the living. 2 credit hours. JPS510

KABBAHAL

WILLIAM HOWARD

This ancient cosmology is approached from Jungian and transpersonal perspectives. Experience and theoretical models are used to create a spiritual understanding of alchemical images, tarot, archetypal and mythological images with their kabbalistic and numinous roots. 2 credit hours. JPS57

CROSS CULTURAL TRANSITIONAL STUDIES

ANIELLE ARRENS

Cross cultural values and experiential practices from ancient wisdoms and modern techniques are preserved in courses taught by Angela Arrens. These courses include study of traditional storytelling, four archetypes found cross-culturally that include the Warrior, the Healer, the Teacher, and the Visionary, and of the mystical path. Practical applications of the work includes opportunities to enhance self-awareness, authenticity, communication, and connection within families, teams, organizations, and communities. 1 credit hour. JPS545

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TRANSPERSONAL STRATEGIES IN PSYCHOTHERAPY

KATHRYN ZENITNESS

In this course students experience and practice techniques that facilitate and expand the awareness of the transpersonal realm of consciousness in the context of the therapeutic relationship. The differences between a transpersonal approach and traditional psychotherapy are highlighted. Pre-requisite: C6515 for MA TUP. 2 credit hours. TP550

PSYCHOLOGY OF SHAMANISM
TERRY KEPPERS

We explore shamanic practice both anthropologically and experientially, studying the shaman's methods of healing and gaining information, including the shamanic state of consciousness, power animals, and the journey to the upper and lower worlds. 2 credit hours. TP557

CHRISTIAN MEDITATION AND INNER HEALING
DAVID M. JUDY

Forms of Christian meditation can be traced to the six best known texts within Christian tradition. They have been developed through the centuries in monastic life. In this class, we will be exposed to four primary forms of Christian meditation: meditation with scripture, the Jesus Prayer, meditation on God in nature, and centering Prayer. Through these forms of inner work, participants learn ways to develop and increase their prayer life. 2 credit hours. TP558

BUDDHIST STUDIES CLASSES
Please see listings under Buddhist Studies M.A.

RELIGIOUS STUDIES CLASSES
Please see listings under Religious Studies B.A.

Art Therapy Concentration Courses

HISTORY & THEORY OF ART THERAPY
DOUG CATMAN

Students will become familiar with the works of early and contemporary art therapy practitioners as well as with a sample of those included in the interface between the visual arts and healing. 2 credit hours. AT525

ART THERAPY SKILLS I & II
BERNIE MARX AND MIMI KARELLE

Beginning with outlining awareness of one's own art making process, students will consider the many levels of information which accompany direct visual/experiential experiences with a wide range of art media. Recent readings and practice in class will develop skills for translating that information into healing work with another individual. 4 credit hours. AT550

ART THERAPY SKILLS II & IV
FACULTY

This course focuses on the healing potential of art used with groups. In class explorations develop skills in choosing appropriate media and group formats for a variety of potential clients. Conscious ideas between conceptual education and art therapy will be introduced via the Multiple space awareness practice. 4 credit hours.

CHILD DEVELOPMENT AND ART THERAPY
FACULTY

MIMI KARELLE

Building on the developmental theories of Freud, Piaget, Piaget, G. M. and Kohlberg, students will consider the role of fantasy, play and art in a child's life. Ideas about normal development, psychological intact and crises in therapy will be coordinated. 2 credit hours.

ART THERAPY SUMMER INSTITUTE
FACULTY

Innovative and specialized applications of art therapy will be presented by a different visiting art therapist each summer. Open to in-degree students. 2 credit hours.

Music Therapy Concentration Courses

MUSIC THERAPY: HISTORY, THEORY & PRACTICE
FACULTY

This course provides students with an overview of the field of music therapy, including its historical development. Students will also explore the physiological, psychological, and socio-educational bases for the use of music as therapy. 2 credit hours.

COUNSELING RELATIONSHIP IN MUSIC THERAPY I
FACULTY

This course provides an overview of the counseling model in music therapy. The relationship between the music therapist and the client will be explored. 2 credit hours.

COUNSELING RELATIONSHIP IN MUSIC THERAPY II
FACULTY

Theories and techniques of music therapy counseling will be discussed. Topics covered will include ethical, legal, and financial issues in counseling. 2 credit hours.

MUSIC THERAPY: SPECIAL POPULATIONS
FACULTY

The course addresses the special needs of the following populations and will explore music therapy approaches appropriate for each population: developmental disabilities, psychiatric, rehabilitation, geriatric, hospice, and general hospital. 2 credit hours.

COUNSELING RELATIONSHIP IN MUSIC THERAPY III
FACULTY

A systemic and solution-oriented approach to counseling the patient/client will be discussed. The relationship between the music therapist and other members of the health care team will be explored. 2 credit hours.

MUSIC THERAPY: PRE-FIELD PLACEMENT
FACULTY

This course is intended to prepare students for the Music Therapy Field Placement. Clinical experiences will be discussed during a weekly class meeting, and each student will present a case study. 2 credit hours.

MUSIC THERAPY FIELD PLACEMENT I
FACULTY

Continuation of Music Therapy Field Placement I. 2 credit hours.

MUSIC THERAPY FIELD PLACEMENT II
FACULTY

Continuation of Music Therapy Field Placement II. 2 credit hours.

SUMMER MUSIC THERAPY INSTITUTE
FACULTY

Students will explore innovative approaches to music therapy through experiential and theoretical modules. This course is open to non-music therapy majors. 2 credit hours.

PROFESSIONAL SEMINAR IN MUSIC THERAPY I
LAURE RUGENSTEN

Continuation of Professional Seminar in Music Therapy I. The primary focus of this course is to facilitate the development of a personal philosophy of music therapy. Student will also discuss finding and creating employment as music therapists. 3 credit hours.

MUSIC THERAPY FIELD PLACEMENT II
FACULTY

Continuation of Music Therapy Field Placement I. 2 credit hours.

MUSIC THERAPY EXPERIMENTAL I
FACULTY

Continuation of Music Therapy Experimental I. 2 credit hours.

MUSIC THERAPY EXPERIMENTAL II
FACULTY

The course will focus on developing self-awareness through the music therapy experience. Students will work with techniques such as GIM, voice training, and expressive improvisation to explore the finer landscape and the outer responses to music. 2 credit hours.
Writing & Poetics M.F.A.

Program Description

A mecca over the years for accomplished and aspiring writers alike, The Naropa Institute's Master of Fine Arts Program in Writing and Poetics is a 48-credit course of study in the language arts. Like a college "department" rather than a "course," we offer a number of degree and minor programs. While poetics, philosophy and yoga are offered alongside more traditional literary studies, our program is unique in its breadth and scope. Our faculty offers specific training in the composition of poetry and prose, as well as opportunities for in-depth study in creative writing, scholarly research, and theoretical inquiry. We are committed to understanding the role of the writer in society and in the arts, and to developing the skills necessary to succeed in the field of writing.

The Naropa Institute honors its tradition of using the written word to explore the fundamental questions of human existence. Our program is designed to provide students with a rich and varied learning experience, one that promotes creative expression, critical thinking, and an understanding of the role of language in society. Our faculty includes accomplished writers and scholars who have contributed to the development of modern and contemporary literature. Our program is structured to encourage students to explore new ideas and to develop their own unique voice and perspective as writers.

The Naropa M.F.A. in Writing and Poetics is a program of the Naropa Institute, a private, non-profit institution located in Boulder, Colorado. The institute is committed to providing a challenging and supportive educational environment for students interested in pursuing a career in the arts. Our program is designed to provide students with a comprehensive understanding of the role of language in society and in the arts, and to develop the skills necessary to succeed in the field of writing.

The program is designed to provide students with the opportunity to engage in meaningful conversation about contemporary issues in literature and culture. Students work closely with faculty members to develop their own writing and research skills. The program offers a range of courses that allow students to explore various aspects of the literary arts, including fiction, poetry, creative non-fiction, and criticism.

Our M.F.A. program is designed to prepare students for careers in a variety of fields, including publishing, teaching, journalism, and creative writing. Our graduates have gone on to work in a range of positions in the arts, including publishing, teaching, and creative writing. We are proud to have had numerous graduates become successful writers and scholars in their own right.

Our program is located in a vibrant community of writers and artists, and we are committed to providing a supportive and stimulating environment for our students. We offer a range of courses and workshops that allow students to engage with other writers and scholars in a variety of settings, including workshops, readings, and classes.

Our program offers a comprehensive understanding of the role of language in society and in the arts, and to develop the skills necessary to succeed in the field of writing.

Our program is designed to provide students with a rich and varied learning experience, one that promotes creative expression, critical thinking, and an understanding of the role of language in society. Our faculty includes accomplished writers and scholars who have contributed to the development of modern and contemporary literature. Our program is structured to encourage students to explore new ideas and to develop their own unique voice and perspective as writers.

The Naropa Institute is accredited by the Higher Learning Commission and is a member of the Council of Independent Colleges. Our program is approved by the National Council of Teachers of English and the National Council of Teachers of English Literature.

For more information about the Naropa M.F.A. in Writing and Poetics, please visit our website or contact our admissions office.

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Naprap also offers the student access to incomparable archival holdings in the campus library. For nearly twenty years the "back rooms" of several generations have viewed to lecture and lecture. The campus library contains thousands of hours of audio recordings on and by members of the Best Generation, New York School, Black Mountain, and "language-centered" writers, as well as tapes of cassette readings and talks by dozens of other contemporary writers and scholars, Alan L Miller, Dennis Duncan, Charles di Prima, Gregory Galsan, John Cage, Victor Amory, Arthur Wilder, Gary Snyder and Amrit D'Souza are just a few of those who have presented work at Naprap over the years. These audio tapes are available to students for original scholarship and in some cases for transcription. In recent years these holdings have been augmented with a larger selection of video tapes.

The practice of traditional mind-making techniques remains central to The Naprap Institute's vision of education, creative endeavor, and social activity. Setting visualizations provides a method of invoking the open field of mind forms without getting hung up in personal objectivist details. It stabilizes the emotions, permitting the practitioner to make free from what Blake called "the mind's eye's" need for order and clarity, the desire to control the dream. Mind-making techniques require no adherence to religious doctrine and anyone can develop a practice. Many of the Writing Program's faculty, such as Alan Ginsburg, Alan Wilder, Andrew Balling, and Diana di Prima are committed practitioners, and recommended some familiarizing activity with the contemplative arts. Once learned, these provide solid ground upon which to undertake artistic and spiritual explorations. Contemplative practices have fed so many tendencies in contemporary writing that the point they comprise significant hierarchies of reference, as well as spiritual. Besides the above mentioned, faculty readings of dozens of important writers associated with the Naprap community have emerged from such practices — from Jack Kerouac to Paul Virilio, Allen Ginsberg, John Cage, Gary Snyder to Leslie Scalapino. A willingness and capacity to avoid presentations material, to write from a condition of baby, openness, in combination with strict understandings of nuance, sound and meaning as expressed in classical and modern poetry, -three underpins the student's training at The Naprap Institute.

Though Naprap's approach may appear unfamiliar in North America, Buddhist centers of learning have for thousands of years given a home to both sacred and secular arts. Writers have wandered easily among the libraries, classrooms, training halls and hermit caves of universities and monasteries in India, China and Japan. The Jack Kerouac School, following this tradition, has established links with the Zen Mountain Monastery in Mt. Tremper, New York, where students may go to complete their manuscript work, and with the Otagon Zen Center in Yorkville, New York, for its work with homeless and chronically unemployed people. Because the Kerouac School is more a community of scholars, writers and friends than a discipline in the Latin sense, it extends itself towards the scalar social world in several ways.

Project Outreach
Under the broadened numbers of people who have attended the cultural needs, directed by of track. The Summer Writing Program (MFA students) is to include the Kerouac School in local prisons, 4000, homeless shelters, halfway houses, hospitals and retirement homes, to attack the voices of others, to inspire and interact with the language arts. Students continue coursework while going into the world as cultural workers, improving and sharpening their own teaching skills.

The Summer Writing Program
The Summer Writing Program, which lasts from late June to late July, forms the vital pulse of our institution. As many as 40 guests who descend from across the country and the planet to join resident faculty and students in a vastanzled art set up on the Naprap campus. The summer becomes an intensifying laboratory of workshops, readings, seminars and facultystudent interviews. Topics explored in recent years include Ecology, Investigative Poetry, Gender as Feminism, and Performance. From its inception the Summer Writing Program, internationally famous, has attracted scholars and students from both Americas, Europe, Asia and Africa. Students meet and work with a range of writers provocateurs — the poets, scholars and novelists who have upset the tables, and read much of the literary maps in this country. This "brain-in-motion" contact enables students to discuss methods of composition, printing, and reading best suited to their own temperaments.

In addition to the regularly scheduled course of study during the Summer Writing Program, MFA students follow one of the two MFA tracks — one for poetry and one for prose. Recent instructors of these month-long classes include Louise Glück, Bobbie Louise Hawkins, Ed Sanders and Anne Waldman. The Summer Writing Program with MFA credit is included in the overall MLA tuition for those summer are required of all students for completion of their degree.

The Academic Year
The Fall and Spring semesters following the Summer of entry operate on a different rhythm. Each semester we offer two more writing workshops and a variety of literature classes in which students work closely with, and receive the attention of, resident faculty and fellow students. Workshops focus on the work of writers who operate with the "outlier" stance. Coursework of Fall and Spring semesters include regular submission of original work for critical, oral presentation (since it is in this kind of performance that "art" can fully proclaim its authority), ongoing dialogue with students and faculty, and elective coursework and artist collaboration with the departments of Theatre, Music and Dance. There is also an opportunity to pursue research and study in the fields of Anthropology, Buddhist Studies and Psychology. During the student's last semester in residence, he or she prepares a final manuscript.

The Manuscript
In keeping with the dual approach of the division — Writing and Poetry — the student submits both a creative manuscript (90-150 pages of poetry or 150-300 pages of prose) and a critical essay of 20-40 pages, the program generally takes two to two and a half years to complete.

Requirements for the Writing & Poetry MFA

Poetry Track: Students must take Practice of Poetry/3 and 8.

Prose track: Students must take Practice of Prose/3 and 8.

All MFA students must take two one-credit-hour Writing & Poetry Practicum. These two credits may not be fulfilled by substitution.

First Year: Summer

Writing Program Graduate Seminar/Workshop

Second Year: Fall

Practice of Poetry/3 or 8

Lecture or Seminar

Exam or Project Outcomes

Review

SUBTOTAL

First Year: Spring

Writing Program Graduate Seminar/Workshop

Second Year: Fall

Writing Program Graduate Seminar/Workshop

Second Year: Spring

Final Manuscript and Thesis

TOTAL CREDITS: 48
Courses

(M.F.A. courses are cyclical. They recurr and expand in various configurations depending on faculty availability. Where a single course has two descriptions, it is due to the unique visions different faculty may bring to the classroom.)

THE PRACTICE OF WRITING POETRY I ANNE WILDMAN
Serious reading and writing assignments, official feedback, one term paper (oral presentation), and participation in the Department's Outreach Program.

Summer 1990
The 1990 Summer Writing Program will feature seven courses devoted to Expanding the Imagery. The American Myths and Performance. Future summers may include symposiums on Translation, Gender issues, Afro-American Poetics, and Investigative Poetics.

Founders Seminars Faculty: Allen Ginsberg
(Mr. Ginsberg is in residence during the entire summer program.)

Parvaneh Faculty: Keith Abbott, Jack Goldin, Joanne Kyger

The following is a partial list of faculty who have taught in the program over the last three years:


THE PRACTICE OF POETRY II ANNE WILDMAN
The workshop will concentrate on students' writing and explore in individual directions and projects. We will also consider the notion of sequences, cycles, "galaxies" of poems, with readings of poets who have excelled in creating such (Mina Loy, Lorrie Lozado, John Slocrof, Robert Grisard, and others). 3 credit hours. WPS1.

POETRY WORKSHOP JACK COLOM
This workshop will be in the familiar format: Write (free as well as assignment-oriented—or in and out of class), bring and distribute copies in small groups (or however), discuss. We'll try to analyze and experiment, up these two or three times. Focus on variety. Some readings will accompany the main process of student poetry (to show off entropy). 3 credit hours. WPS1

THE PRACTICE OF PROSE BOBBOUR LOIS HAWKINS
This writing workshop will focus on the short story. The student will be expected to finish three short stories, taken through progressive drafts. New work or work in progress will be expected for each class. The focus is on telling and defining a story and developing an air of dialogue. Students will be asked to bring dialogue which they have observed and transcribed, and will be expected to keep a journal of "free writing." 3 credit hours. WPS1

THE PRACTICE OF PROSE I BOBBOUR LOIS HAWKINS
The speaking, commonplace voice and the telling moment: the basis for the writing in this class. We will work on presentation of character/characters using the monologue format. We will read writing by writers who are adept at creating chronicles of paper as well as for performance, and we will watch excerpts from videos showing how monologue is performed. Improvement and exercises will be directed toward writing at test. The focus throughout is to move from the voice onto the page. This class is limited to 12 MFA students. Other students if room with permission of instructor. 3 credit hours. WPS16

WORKSHOP: THE CUTTING EDGE OF PROSE ANDREW SELLING
The vitality of language is renewed in each historical period by poets and fiction writers. Along with such renewal comes a diamond edged prose, in fact, prose and novels regularly compose the sharp, most unexpected non-fiction of their times. This workshop will be "riding the edge" of the essays, reviews and manifestoes written by American poets and novelists of the 20th century who have developed expressive prose styles. Eren Pound, Geraldine Stein, Marianne Moore, Zora Neale Hurston, Charles Oman, Suyen Howe, and Nathaniel Moxley. Students will practice extensive writing in a variety of genres: book reviews, critical essays, autobiographies, public and personal essays, all in the effort to sharpen the edge of their own developing proscs. 3 credit hours. WPS17
LECTURE: ECO-POETICS
JACK CULLUM
"5C" means "house." Our larger house has come to be the world's hall. We will study and write poetry and prose that directly addresses the world's habitat. At least one modern poet is included. Authors investigated will include such precursors as Rousseau. Wordsworth, Coleridge, Muir, and Audubon. But we will concentrate on moderns: Rechsteiner, Caro, Egg Abbey, Eggleston, McCullough, Snyder, Carson, Edward Hoagland, Wendell Berry, Annie Dillard, the Vrangal of Gencgac, and others.
3 credit hours. W3930

POETRIES AND CULTURES OF INDIA
ANDREW SCHOLLING
India—a larger, more culturally diverse, more linguistically colorful than Europe—a subcontinent with a bewildering network of myth, memory, theater, poetry. Every poet's movement of life has signaled some huge rift in consciousness and can be read in the context of politics, religion, gender relations, as well as in the evident strains of poetry, the poets range from palanquin to smoking sage. A few men and men-poets negotiating the left-hand path of tantra, to cultivated women-poets of almost painful erotic sobriety. Despite India's current demographic change, there have been numerous fine women poets. Though they are scarcely known in the West, their poems and songs are widely recited in India to this day. This is truly a secret class in cultural anthropology. You cannot get to the poetry without steeping yourself in its culture. We'll do this, among other things, with music, esoteric, food— but Jorge Luis Borges and the class around Santa Fe and a few scholarly studies as the best available artefacts. 3 credit hours. W3931.

THE PRACTICE OF TRANSLATION
ANSELM HOLLO
We will engage in comparative study and translation of literary translations into English, including poetry, fiction, and essays. A few, how does Ron Padgett's translation of Guillame Apollinaire's poem "Zone" differ from and compare with Samuel Beckett's? Discussion of that order may prove more imaginative and certainly more anxiety-producing for student participants, than the usual expository dismembering of their own efforts in workshop sessions. We will also make our own translations of literary texts composed in other languages. (Ideally, the prerequisite for this would be a degree of familiarity with one or two foreign languages.) Students with a multi-lingual background can work in tandem with monolinguals: the latter can work with the instructor, from languages within his ken (German, French, Spanish, Swedish, and Russian). 3 credit hours. W3929

THE PERFORMANCE OF PROSE
BOBBIE LOUISE HAWKINS
This workshop will focus on characterization and events. Writers studied will be writers, essentially, of non-fiction: Sam Shepard, Winona Ryder, Hugh Selby Jr., Yoko Ono, and others. It will include optional hands-on work with microphone and memorization for those who are performance-oriented or wish to be. This will be dealt with at the graduate level. 3 credit hours. W3932.

POETRY & PROSE: PRACTICUM I
FANNY HOWE
Close reading of a variety of contemporary poets and/or fiction writers, and diverse writing exercises designed by guest faculty Fanny Howe. Fall 1992. 1 credit hour. W3933

ETHNOPOETICS
ANDREW SCHOLLING
Ancient power of the word, vacuity of vocalized sound, verse that turns to the dancer's foot. What rival magic worked itself through chant, chant, incantation, dance, dance, dream and? This course will study the range of poetics produced by present-day peoples. A flax peacock — 40,000 years of the art that underlies our own. Folksongs, love songs, work songs, healing fables, death poems — and then to look at how these didactic practices have examined into the poetics of our own time, contemporary moves in search of the ancient. We'll read the dead prime and translations of anthropologists as a way into tribal cultures and the archaic vision trance. Then to the poets, the Indian tales of Jam'pe de Angulo, the Huichol visions of Nativio, the mushroom language of Mazatoc healer Menne CeBITI. Students will work on and be able to present as poetry: the text of the earth's art. 3 credit hours. W3933

FICTION WORKSHOP: NOVEL AND PROSE SEQUENCES
KEITH ABRUTZ
3 credit hours. W3944

20TH CENTURY EUROPEAN POETS
ANSELM HOLLO
Introduction, reading, and discussion of a number of important 20th century poets from various European countries and languages. — Guillaume Apollinaire, Reinhard Maria Rilke, Vladimir Mayakovsky, Federico Garcia Lorca, Anna Akhmatova, Fernando Pessoa, St. Elia Khusni, and others. Students will be required to write short papers on subjects related to the course. 3 credit hours. W3950/550
EDZIA POUND: THE CANTOS
ANDREW SCHULTZ
"All lines are contemporary in the mind." Like no other poem before or after, The Cantos have followed this thought as a beacon. The class will study major critics of poetry, and Pound, both in dialogue with H.D., William Carlos Williams, William Butler Yeats, Elizabeth Moore, and to ancient presences — troubadours of Provence, the great lines of poetry. The Cantos will be a study of the interplay between the poet's vision and the literati's aesthetic tradition.
3 credit hours. WPS552

20TH CENTURY U.S. POETRY
JACK COLLUM
This course will survey the major works of the 20th century, including the various literary movements that have shaped our understanding of contemporary poetry.
3 credit hours. WPS552

PROSE WORKSHOP
KEITH ABBOTT
The workshop will divide into two sessions: the first session will focus on the analysis and critique of student writing, and the second session will focus on the development of student writing. The workshop will be limited to 10 students, and will be held on Wednesdays from 10 am to 12 pm.
3 credit hours. WPS555

PROSE WORKSHOP
WENDY LOOSE HOVANIC
The workshop will focus on the development of student writing, with an emphasis on the writing process, the evaluation of student writing, and the development of student writing. The workshop will be limited to 10 students, and will be held on Wednesdays from 10 am to 12 pm.
3 credit hours. WPS555

READINGS IN AMERICAN POETRY
ANDREW SCHULTZ
A reading and discussion of various works of poetry, with an emphasis on the development of student writing. The workshop will be divided into two sessions: the first session will focus on the analysis and critique of student writing, and the second session will focus on the development of student writing. The workshop will be limited to 10 students, and will be held on Wednesdays from 10 am to 12 pm.
3 credit hours. WPS555

BEATS AND OTHER REBEL ANGELS
ANDREW SCHULTZ
It is a Friday afternoon in New York, and the opportunity to re-visit the music and literature of the 1950s is a fascinating experience.
3 credit hours. WPS555

TRENDS IN CONTEMPORARY AMERICAN POETRY & FICTION
ANGUS M. HALL
This course will focus on the development of student writing, with an emphasis on the writing process, the evaluation of student writing, and the development of student writing. The workshop will be limited to 10 students, and will be held on Wednesdays from 10 am to 12 pm.
3 credit hours. WPS555

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Summer Program

The Naropa Summer Institute invites nationally and internationally known scholars and artists who are leaders in their fields to present innovative summer programs. Each year, summer faculty and students combine the study of specific disciplines, such as dance/movement studies, visual arts, music, psychology, and writing and poetics, with sitting meditation and other contemplative disciplines. This holistic approach to cultivating pupils a deeper understanding of the nature and relationship of body and mind.

Throughout the Summer Session, the community of students and faculty gathers to create a fertile ground for collaboration and the exchange of ideas. Students may choose to immerse themselves in one field of study, or they may form their own interdisciplinary program.

1993 Summer Dates: June 14 - July 21

Conferences and Workshops
Each year, major conferences bring together leaders in their fields. Highlight our summer schedule.

The year's conferences will take place from June 14 through June 30 and include:
- Interfaith Conference
- Body Psychology Symposium
- Native American Perspectives on Human-Nature Relationship
- Eco-Genontology Workshop
- Summer Math Intensive
- Tibetan Language Intensive

In past years, major conferences have included:
- The Work of Song & Dance: A Gateway to Transpersonal Experience
- Contemplative Psychotherapy Intensive
- Conference on Contemplative Education
- Deep Ecology and the Parental Path

Four Week Programs

InterArts Studios
This Dance and Theatre Studios summer classes survey techniques of improvisation, physical awareness, and the source and process of performance. The schedule features faculty and guest artists known for extending the boundaries of their disciplines and for breaking new ground in performance.

The Dance classes focus on movement awareness that cultivates the natural responsiveness of the body. Theatre classes present the fundamentals of acting with a view to constructive training, as a means for developing appreciation of oneself and for others.

1990 faculty will include Tricia Faut and Obo Adby. Recent summer faculty have included: Berta Alicea, John Armita, Don Campbell, Don Cherry, Bill Douglas, Minahane Faithful, Robin Ford, Steve Gillis, Jerry Gross, Charlie Hayden, Art Landes, Wilfred Marks, Paul McCandless, Gary Persico, Julian Pfeifer, and Harvey Sorgin.

Traditional Arts
This program is the heart of the Institute's approach to contemplative creative process and education. Master teachers lead students in the study of meditation, yoga, Tai Chi Chuan, and Aikido sword.

The contemplative courses arise from the practice of meditative awareness. The purpose of these practices is to experience ourselves and the phenomenal world directly and to express our experience without obstruction. Many arts classes drew from various traditions to provide a training program for workship in the contemporary world.

1990 faculty include Robert Lowenthal and Sandie Jones Holmes. Recent summer faculty have included: Ikuyo Chom Roji, Ray DiCesare, Rabbi Hasps, Jane Fegles, Derek Kangshi, June Foch, and Robert King.

Education
The summer Education Program offers a broad selection of courses designed to appeal to teachers at all levels from preschool to high school. There are a variety of educators whose classes nourish the heart as well as the mind. Teachers, parents, and anyone interested in a contemplative approach will find courses for personal enrichment or professional development. Areas offered include art, dance, storytelling, and a variety of traditional educational specializations in nutrition and administrative decision making. Director certification is also featured.

1990 faculty will include Lynn Goldsford and Maureen Murdock. Recent summer faculty have included: Lee Beach, Anna Rosoff, Steve House, Diane Landis, Daniel Schreiber, Bernie Marks, Laura Simms, and Lee Worley.

Environmental Studies
The Environmental Studies Program offers summer courses that explore the many-faceted relationship between humans and the natural world. Recent summer faculty have included: Deborah Slawson, Mildred Fae, Joanna Hoffman, Dwight H. Judd, Tary D. Kaefer, Patricia Raycroft, and Holly Smith.

Visual Arts
The Visual Arts Program offers a unique opportunity to explore the arts from both ancient and modern Eastern and Western traditions. Oil and acrylic work, mandala, mask-making, print making, as well as drawing and watercolor painting, are balanced with Tibetan Thangka and Chinese brush painting.

1993 faculty will include Zhou Ceng Zhang and Vladislov Andrejev. Recent summer faculty have included: Seraj Elliott, Michael Weinberg, Virginia Mentzel, Barbara Slay, Sherry Hart, and special guests David Hockney and Henry Glassie.

The Writing Program
Since its beginning in 1974, the Summer Writing Program has offered a month-long convocation of students, scholars, fiction writers, poets and translators, in dialogue with renowned practitioners of the verbal arts. Students interrogate those issues confronting the composition of poetry and prose. Faculty and students meet individually and in small groups each day, so that each student responds to a unique experience with a unique program.

Participants work closely in a highly supportive setting. A curriculum of reading and regular written and oral exchange with the faculty and other students are central to the program. Further information for further information on upcoming programs contact Brandon Johnson, Naropa Institute Office, 2100 Aksarbe Street, Boulder, Colorado 80302. (303) 464-2022.
Shambhala Training

"Warship is a path or a thread that runs through your entire life. It is not just a technique that you apply when you are on the run or when you are ready or unprepared. Warship is to learn to be genuine in every moment of your life. That is the warrior's discipline."
—Shambhala: The Sacred Path of the Warrior, by Chogyam Trungpa Rinpoche

The Shambhala Training Program is a series of weekend programs that cultivate the experience of warship. Students learn the technique of meditation and practice it in an environment which is open, friendly, and practical. The weekends include talks by the director, individual meetings with a meditation instructor, group discussions, and periods of sitting meditation. These techniques and instruction deepen the intuitive understanding that comes from the practice.

Shambhala Training is based on the practice of sitting meditation. Very simply, the purpose of meditation is to see ourselves and the world more clearly, and to develop a fearless, friendly attitude toward all of the challenges that arise in our day-to-day lives.

The overall logic of the curriculum is based on the individual discovery of basic goodness. Everyone possesses the basic nature, which is undiluted, unclouded, pure, and wholesome. In each level, this ground is extended and understood at another experiential level and availability to oneself and others. This path involves being fully understanding and participating in this process as an expanding series of emergence and unification within the world. The friction is a growing sense of joy and appreciation which concerns making for habitual confidence and awareness of the nature and limits of our minds. Each level is a reminder that it has no end and a completion that is only a beginning. The seven levels of Shambhala Training offer a creative and authentic commitment to The Naropa Institute and the practice of meditation as a vehicle for personal development and spiritual transformation.

The five levels of Shambhala Training are as follows:
- Level I: Ordinary Magic
- Level II: Birth of the Warrior
- Level III: Warrior in the World (2 consecutive weekends)
- Level IV: Awakened Heart
- Level V: Open Sky
- Priyomthana (seminar)

There is also a graduate program for those who complete Level V and wish to go further with the practice and study.

Relationship to The Institute

The vision of Shambhala Training is closely connected with the educational principles of The Naropa Institute. The sitting practice of meditation (mindfulness) as described in this training offers an experiential complement to The Naropa Institute classroom experience, and a further grounding of interest and intuition.

In order to enhance the relationship, Shambhala Training and The Naropa Institute have established an agreement whereby students at the Institute may take the five levels of Shambhala Training for out-of-residence credit to fulfill the meditation requirement at the cost of one three-credit class. These credits can only be obtained by completing all five levels of Shambhala Training within one cycle: between September and the following May of the following year. The next level occurs in May at the beginning of each school year, and approximately May of the following year. It is highly recommended that students begin the Shambhala Training Program in the early summer so that they have more time to complete the entire program.

Credit Information

Shambhala Training can be taken for out-of-residence (OIR) credit. Students and faculty advisors must be aware of the following:

- The unlimited number of OIR credits that can be taken towards a degree, nine credits in most cases. (See Academic Information in front section of Catalog.)

Students may sign up for a package deal of the levels of Shambhala Training for three OIR credits at a discount for the Shambhala levels of approximately 40% off the normal rate. This means that the student would pay Naropa $430 for the three OIR credits and pay Shambhala Training $375.00 plus material costs ($35.00). The total cost to the student would be $875.00 for the Shambhala Training levels and three OIR credits.

Notes:

- Students would pay the Institute the full three-credit out-of-residence tuition ($430) when registering for the Fall Semester. The Shambhala Training costs are due in increments at the beginning of each level.
- Non-Credit

Shambhala Training may also be taken on a non-credit basis. Full-time students receive a 25% discount on the normal cost of each level. Non-credit cost for five levels is $465.00, payable by increments as each level is taken.

Faculty

The program directors are all senior students of the late founder of Shambhala Training, Chogyam Trungpa Rinpoche. They have worked in the Shambhala Training Program for many years, including for at least three years as assistant directors. The assistant directors have been trained to give meditation instruction and offer guidance in the Shambhala Training context. Many of the weekend staff members are also faculty and staff of The Naropa Institute.

For further information on these programs, contact Shambhala Training at (303) 444-7681.
Part-Time Faculty

Kathie Albert

Kathie Albert has been in the Pacific Northwest all her life and is an environment fanatic who uses the backpacking for her writing. Ms. Albert, who also attends the NAACP, is a tireless advocate of self-growth and has participated in several festivals throughout the region. Her latest book is Fiercely Talking (Coffeehouse Press) and Downstream from Tank Filling in America: A Holocaust Memoir (Brilliance, 1993).

Kathy Austin

Kathy Austin has earned a wide audience through her use of alliteration, erudition, and punctuated syntax. Her works include Great Expectations, Blood and Birth: In High Schools, Empire of the Silver Screen, and The Snips, a book of poetry which wins off of her point and finds its way. She also wrote My New York.

Eleanor Alden

Eleanor Alden is a professor at Washington State University. In 1964, she joined the program in psychology to hospitals of the Mental Health Center. Medical Research Program in Denver from 1962 through 1966. In 1962, she was a post-doctoral fellow at the University of Chicago. In 1966, she was a post-doctoral fellow at the University of Chicago. In 1966, she was a visiting professor at the University of California, Los Angeles. In 1966, she is considered a natural intelligence.

Puafo Guroo Alten

Puafo Guroo Alten is one of the country's most visible spokespeople for Native American culture, as well as a poet, writer, lecturer, and a Professor of English at UCLA. She was awarded the Native American Book Prize in Literature in 1986, as well as the American Book Award for her anthology of short stories, Spider Woman's Granddaughter. Other books include several novels, poetry, a short story collection, and the collection of their Native American Traditions.

Susan Apostola

Susan Apostola, a University of Virginia, Psychology/Graduate and M.A., is a research assistant in the School of Body-Mind Development in Amherst, Massachusetts, under the direction of Bonnie B. Bridge Lamb. She has studied psychology, anthropology, and human development at graduate level at University of California, Berkeley, and New York, and has been involved in teaching psychology at the college level. She has a private practice and is conducting research on the body-mind relationship. She is the author of The Body-Mind Relationship.

Amir Baraki

Amir Baraki is one of the most influential African-American political leaders of the 20th century. He has founded several community arts programs, such as the Black Arts Research Theatre School in Harlem, and has written many books of poetry. Illinois, Idaho, and New York. He has taught at Columbia University, San Francisco State, and Yale University, and was a visiting fellow at Barnard College. His books of poetry include Body and Soul; Black Fire; and the collection of Poems of Rhythm and Spirit.

Susan Barlow

Susan Barlow, a University of Minnesota, M.A., is the director of the Minneapolis Community Psychology Program and is a research assistant in the University of Minnesota. She has been a visiting professor at the University of California, Los Angeles, and has been involved in teaching psychology at the college level. She has a private practice and is conducting research on the body-mind relationship. She is the author of The Body-Mind Relationship.

Sanat Baruch

Sanat Baruch, a University of California, Berkeley, Psychology/Graduate, is a research assistant in the School of Body-Mind Development in Amherst, Massachusetts, under the direction of Bonnie B. Bridge Lamb. She has studied psychology, anthropology, and human development at graduate level at University of California, Berkeley, and New York, and has been involved in teaching psychology at the college level. She has a private practice and is conducting research on the body-mind relationship. She is the author of The Body-Mind Relationship.

Bretta Beckman

Bretta Beckman, a University of Minnesota, M.A., is the director of the Minneapolis Community Psychology Program and is a research assistant in the University of Minnesota. She has been a visiting professor at the University of California, Los Angeles, and has been involved in teaching psychology at the college level. She has a private practice and is conducting research on the body-mind relationship. She is the author of The Body-Mind Relationship.

Sarah Ann Beresin

Sarah Ann Beresin, a University of Colorado, Biology/Graduate, is a research assistant in the School of Body-Mind Development in Amherst, Massachusetts, under the direction of Bonnie B. Bridge Lamb. She has studied psychology, anthropology, and human development at graduate level at University of California, Berkeley, and New York, and has been involved in teaching psychology at the college level. She has a private practice and is conducting research on the body-mind relationship. She is the author of The Body-Mind Relationship.