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We are fortunate to be able to offer you the lively and rich curriculum displayed in this catalog. Beyond that, we invite you to join us in an exploration of what it means to be truly human, to renew and deepen our communication with our natural world and society, to provide and sharpen our Intellect, develop our sense perceptions, and to nurture our inherent wisdom and compassion. From this discipline of learning, we might uplift every aspect of our world without aggression. By mixing our study and appreciation of the past, our elders, our teachers, with an unbiased openness to our present experience, we together learn how to live fully and constantly live to learn.

John W. Cobb, President
### Academic Calendar 1994-1995

#### Fall Semester 1994
- **Orientation**: August 22-29
- **New Student Registration**: August 24
- **First Day of Classes**: August 29
- **Last Day for Returning Students to Pay Tuition & Fees**: August 29
- **Convocation**: September 5
- **Last Day to Drop Course Without Penalty**: September 5
- **Last Day for New Students to Pay Tuition & Fees Without Penalty**: September 5
- **Last Day to Add Courses (Exception: Workshops may be added until fall)**: September 12
- **Last Day to Apply for Graduation**: September 12
- **Last Day to Withdraw (permission only)**: October 7
- **Deadline to Apply for Preferred Financial Aid for Spring**: October 14
- **Community Contemplative Practice Day (no classes)**: October 18
- **Required Pre-registration for Returning Students**: November 14-16
- **Last Day to Transfer (No Exceptions)**: November 17
- **Thanksgiving Holiday (no classes)**: November 24-25
- **Last Day of Classes**: December 13
- **Make-Up Days**: December 14-15
- **Graduation**: December 17
- **Grades Due**: December 19

#### Spring Semester 1995
- **Orientation**: January 8-13
- **New Student Registration**: January 11
- **Martin Luther King Holiday (no classes)**: January 16
- **First Day of Classes**: January 17
- **Last Day for Returning Students to Pay Tuition & Fees Without Penalty**: January 17
- **Last Day to Drop Course Without Penalty**: January 31
- **Last Day for New Students to Pay Tuition & Fees Without Penalty**: January 31
- **Last Day to Add Courses (Exception: Workshops may be added until fall)**: January 31
- **Last Day to Apply for Graduation**: February 28
- **Last Day to Withdraw (by permission only)**: February 28
- **Deadline to Apply for Preferred Financial Aid for Fall**: March 1
- **Shabbat Day (No Classes)**: March 2
- **Community Contemplative Practice Day (no classes)**: March 7
- **Required Pre-registration for Gerontology and Long-term Care Management, M.A.**
  - **Transpersonal Counseling Psychology M.A. and Writing & Poetics M.F.A.**: March 13-17
  - **Spring Break**: March 27-31
- **Required Fall Pre-registration for Returning Students**: April 15-21
- **Last Day to Preregister Without Penalty**: April 21
- **Last Day of Classes**: May 6
- **Make-Up Days**: May 9-10
- **Graduation**: May 15
- **Grades Due**: May 15

#### Summer 1995
- **General Summer Session (approximate dates)**: June 19 - July 30
- **Transpersonal Counseling Psychology Program Session**: May 30 - July 8
- **Gerontology and Long-term Care Management Program Session**: June 1 - July 31
- **Summer Writing Program Session**: Dates to be announced
The Nirvana Institute is an accredited, private, non-profit educational institution offering undergraduate and graduate degrees in the arts, social sciences, and humanities. The Institute is nonsectarian and characterized by its unique Buddhist educational heritage.

Our approach to teaching and learning is "contemplative education," which enhances the study of specific academic and artistic fields with traditional practices for training in mindfulness and awareness.

Our educational programs are rigorous. The Institute is for students who are resourceful, willing to go beyond the ordinary, and seeking truth and meaning. The academic, artistic, and meditatively disciplined faculty at the Institute helps students understand themselves, their fields of study, and the world.

Through contemplative disciplines such as meditation, Tantric Dhyan and others, students develop awareness and are trained to acknowledge the deep experience of learning, moment by moment. This brings a greater appreciation of body, speech, and mind, and inspires well, openness, quietness, and kindness to oneself and others.

Drawing upon the tradition of Buddhist educational philosophy, contemplative education teaches students to combine market needs and marketket, and encourages the deepening of core values and the desire to work for the benefit of others. This type of education is designed to release the creative and personal development that goes beyond market experience.

Accreditation

The Nirvana Institute is accredited by the North Central Association of Colleges and Schools.

Campus and Student Body

The Institute is located on 3.7 acres in the center of Boulder, Colorado. The campus and surrounding grounds include a performing arts center, meditation hall, classrooms, faculty and administrative offices, and the school library.

The City of Boulder, 30 miles northwest of Denver, is situated against the foothills of the Rocky Mountains. Boulder is a cosmopolitan town of 100,000 residents and is also home of the University of Colorado. The town offers a variety of cultural and recreational opportunities. In addition to hosting a foreign film series, the City of Boulder supports several dance companies and a symphony orchestra. A number of Boulder High School students are also involved in specialized training in the health field, including Boulder School of Massage Therapy, National Institute, and The Holistic Institute. These instiutions provide variety in the Institute's educational environment.

Approximately 750 students from 50 states and 17 countries attend the Institute every year, of which 600 are degree or Certificate-seeking students. 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 is fortunate to be led by a community of faculty dedicated to teaching, learning and the understanding of the world. Faculty are distinguished by their involvement in the professional or artistic expression of discerning disciplines beyond the academic community. The faculty's professional experience contributes immediately and readily to the classroom.

Mission Statement

The mission of The Nirvana Institute is:

1. To offer education programs that cultivate awareness of the human condition through intellectual, artistic, and meditative disciplines.

2. To strive for excellence in all disciplines;

3. To exemplify the principles grounded in "The Nirvana Institute's Buddhist educational heritage.

4. To encourage the integration of world religious traditions with modern culture.

5. To be nonsectarian and open to all.

These five aspects are central to:

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. It serves to stabilize and focus the mind by bringing awareness to the activity of the mind. This practice, if practiced regularly, can bring theserealizations of wisdom into the curriculum of modern education, a students' sense of self-importance and limited perspective begins to dissolve. This lays the ground for insightful examination and expression of the diverse experiences of human existence in our modern culture throughout the world.

2. Nonsectarian

Cultivation of mindfulness and awareness is a discipline that has been taught in many different cultures throughout history. Meditation and contemplative practices have been taught in India for at least 2500 years, but as tools to cultivate mindfulness and self-discovery. Historically, contemplative education has been marred by a misleading and harmful perception among different views and traditions, providing a greater understanding of the breadth of human experience. The Institute is committed to openness to all sources of wisdom.

Contributing 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 are essential elements of the world. For example, there is a greater understanding of the role of the mind in the healing processes. Intuitive insight and the transcendent experience of the "nirvana consciousness" are also valued in science, commerce, and ecology. In many organizations, management style is shifting toward more cooperative and inclusive decision-making. The Nirvana Institute seeks to provide an education that will train students to contribute to the world in these ways.

Through contemplative education, students develop an understanding of themselves and their place in the contemporary world. Develop and strengthen personal discipline within a specific field of activity and nurture the long-term skills to contribute to the work of helping others.

We seek to foster communication and cooperation, enhance resourcefulness and effective management. These are qualities our graduates will need to live in and contribute to our rapidly changing world.

The Beginning of the Institute

Born in 1940 in the Institute's founder, Bhikkhu Thubten Chodron, arrived in the United States from Tibet. Her lineage holder of both the Kaggay and Nyingmapa Buddhist traditions. In 1969 after the Chinese invasion, she escaped Tibet through the Himalayas to northern India. Like His Holiness the Dalai Lama and other exiled teachers, she continued to teach and transmit the wisdom of the Buddhist tradition to the West, in 1986, she received a doctorate in philosophy from Harvard University in the area of sociocultural, religious, and philosophical studies. The Institute was established in 1974 by Bhikkhu Thubten Chodron, a scholar and artist as well as a meditation master, he became widely recognized as one of the foremost teachers of Buddhist in the West. With the founding of The Nirvana Institute in 1974, he realized his vision of creating a university that would combine contemplative studies with traditional Western academic and artistic disciplines. In 1977 he founded Shambhala Training, an international network of centers offering secular meditation programs designed for the general public. After his death in 1987, Thubten Chodron left a legacy of teaching and writings. Among his many publications are the book Through Spiritual Materialism: The Myth of Freedom and Shackles: The Sacred Path of the Warrior.

The Nirvana Institute is located on Nalanda University. Established under the auspices of Mahayana Buddhists, Nirvana University flourished in India from the 9th to the 12th centuries. At Nalanda University, Buddhist philosophy and the discipline of meditation provided the environment for scholars, artists and healers from many Asian countries and religious traditions came to study and debate. Nalanda was known for its joining of time and space, and for the atmosphere of mutual appreciation and respect among different contempory traditions. This has been the ongoing inspiration for the development of The Nirvana Institute.

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

Campus Visits

Prospective students are encouraged to visit the campus. Campus tours are offered Monday through Friday at 2:00 p.m.

For more information about admissions procedures, visit the Institute's specific programs, please contact: Admissions Office, The Nirvana Institute, 1200 Apanak Avenue, Boulder, Colorado 80303-6987, or phone (303) 454-2072.

Catalog Changes

Although every effort is made to ensure the accuracy of information contained in this catalog at the time of publication, some revisions may be made during the academic year regarding course listings and other information contained herein. Please contact the Admissions Office for updated information.

Notice of Non-Discriminatory Policy

To preserve an equitable, responsible and humane atmosphere for study and work, The Nirvana Institute affirms the principle that fills its faculty, staff, and students are treated fairly and free from discrimination. The Institute does not discriminate on the basis of gender, race, color, religion, disability, status as a veteran or other disability, or ethnic origin, marital status, age, or sexual orientation in its educational programs and activities, admissions policies, and employment practices.
General Academic Information

Academic Year

The Naropa Institute operates on the semester system. The academic year has two 15-week semesters, Fall and Spring. In addition, the Summer Sessions (generally July 19–July 31) is an integral part of the M.F.A. program in Writing and Poetics and the M.A. programs in Gerontology and Long-Term Care Management, Environmental Leadership, and Transpersonal Counseling Psychology. Students in other programs may take summer courses for credit toward a degree contingent on prior approval by the department.

Credits

The unit used by the Institute to measure academic progress is the semester credit. One semester credit represents approximately 15 hours of credits. The following minimum standards do not in any way prohibit a department from requiring that more credits per semester be taken. The stated minimum credit requirements refer only to courses taken for credit. Credits not taken for credit are not considered in determining full-, 3/4-, and 1/2-time status.

Full-Time Study

Bachelor of Arts Degree, Foundation Year and Certificate Study, per semester

Full-time: 12 or more credits
3/4-time: 9-11.5 credits
1/2-time: 6 or 8 credits

Graduate Study, per semester

Full-time: 8 or more credits
1/2-time: 6 credits

Exceptions

M.A. Psychology
Contemporary Psychotherapy
Full-time: 6 credits
1/2-time: N/A
M.A. Program
Full-time: 6 credits
1/2-time: N/A

M.F.A. Writing & Poetics
First and second year, Summer
Full-time: 8 credits
Second-year Manuscript Semester
Full-time: 6 credits
Term after Manuscript Semester
Half-time special status for Extended Manuscript

Part-Time Study

Students may elect to prolong their course of study over more than two years. For all programs, except the M.A. program in Psychology, Contemporary Psychotherapy and the M.F.A. Writing and Poetics Summer Session, part-time schedules may be worked out with the guidance of an academic advisor. Some departments may have, or may desire, within the future, a maximum time limit in which students should complete their course of study. Students should check with their advisor.

Out-of-Residence (OOR) Study

Out-of-Residence study may be done outside of the Institute with prior approval from the academic advisor. Courses to include: Out-of-Residence (OOR) courses, Private Lessons, and Independent Study. Students are allowed a combined total of 9 credits of these individualized courses for their degree. The only exception is for B.A. creatives Studies Music students, who are allowed 12 credits. Any of these courses taken during Foundation Year count toward the student's total credits.

Grading

Undergraduate grades are given on a scale of A through F with:

A = Excellent
B = Good
C = Acceptable
D = Poor
F = Failure

Academic Advising

A faculty member functions as each student's academic advisor. With the help of the academic advisor, each student is responsible for ensuring that all departmental and Institute academic requirements are met in order to graduate. The academic advisor guides the student throughout the academic program and helps ensure that the student is making satisfactory progress toward fulfilling academic requirements, and is developing a coherent curriculum. It is the advisor's responsibility to approve courses selected by the student before each semester's registration, and to consider requests for out-of-residence and independent study. The academic advisor for a bachelor of arts student is responsible for overseeing not only requirements within the student's major, but also all other B.A. requirements. The Registrar makes a final evaluation of the student's academic record when the student applies for graduation.

Auditing Courses

Full-time, degree-seeking students may audit courses at a lower tuition rate during Fall and Spring semesters, only. Under these circumstances, students may audit classes on a space-available basis only, and will not receive credit nor formal evaluation of their auditing course work.

Student Responsibility

It is the student's responsibility to ensure that all departmental requirements are completed prior to graduation. Every student is personally responsible for all information printed in the Naropa Degree Course Catalog, the Fall and Spring Non-Degree Catalog, the Summer Catalog, and The Naropa Institute Degree Student Handbook.

The Naropa Institute

The Naropa Institute Degree Student Handbook is revised every summer and available each fall from Student Services. All students are responsible for obtaining a current Handbook each fall and adhering to its policies. The Institute's policies described in the Handbook include, but are not limited to, good academic standing; what constitutes satisfactory progress for financial aid recipients; the academic advising system; registration and graduation procedures; and other information pertinent to student affairs.

View of Right Conduct for The Naropa Institute Community

The Naropa Institute Code of Conduct applies to the entire Naropa community (students, staff, faculty, and trustees). These guidelines are the basic rules for the entire Naropa community and are written to regulate general student behavior. They are designed to apply to any situation of which you are aware.

For a complete description of this code, refer to The Naropa Institute Degree Student Handbook.
Undergraduate Study

The Bachelor of Arts Program

The Napa Institute Academic Dean's Office has established criteria for graduation from the Bachelor of Arts degree program, which include both the breadth and depth of study: traditionally associated with higher education. In addition, the institute's comprehensive arts requirements effectively unite the learning of the classroom with personal awareness disciplines.

Breadth is provided through general education requirements, which may be satisfied by the first two years of the student's education. Transfer to Napa Institute includes courses in the natural sciences or arts, reflects disciplines, humanities, and the creative process. Depth is supplied by the student's major area of study in the institute. The elements of the Bachelor of Arts degree programs differ during the senior year through comprehensive exams and senior projects in the student's major area of study. The student may be written, and, if desired, orientation, depending on the requirements of the specific department. Final projects in each area provide a conclusion of study and are the climax of the student's journey at the institute.

Foundation Year

Undergraduate students may enter the Institute in the Foundation (Sophomore) Year of study if they have completed the one (30 semester credits) year of studies. All college work completed at another accredited institution. Foundation Year courses are designed to support the study of the theory and practice of the arts and to develop an awareness of the world of art, which includes critical thinking and problem solving. The Foundation Year section of this catalog for more credits.

Bachelor of Arts Graduation Requirements

A student must meet the following requirements to graduate from a Napa Institute Bachelor of Arts degree program.

I. The completion of 120 semester credits including:
   A. 60 semester credits from lower-division college courses (a maximum of 30 coming from non-traditional credits).
   B. 60 semester credits from Napa Institute Institute coursework which meets the curriculum requirements of major, minor, and concentration/complementary arts as previously described.
   C. Successful completion of the Writing Proficiency Assessment.
   D. Satisfaction of all general education requirements (described in the Admissions section).
   E. Two-year residency.
   F. Successful completion of all requirements for a double major in the two specific departments.
   G. Successful completion of 9 credits in a designated minor area, except for students majoring in interdisciplinary studies.

Bachelor of Arts Degree Program Curriculum

Major Discipline

The core of the bachelor of arts degree program is the student's major area of study. Students must complete 30 semester credits in the major area.

Minor Discipline

The minor field of concentration is designed to broaden the student's experience in an alternative area of creativity or study. Nine semester credits within a minor area of study are required to fulfill the requirements of a declared minor.

Interdisciplinary Studies

Students requiring in interdisciplinary studies are required to complete 45 semester credits in the designated departments supporting the major. These students are not recommended to declare a minor area of study. (See description for interdisciplinary studies B.A. in the Special Undergraduate Program section of the catalog.)

Arts Graduation Requirements

The six-credit mediation/complementary arts requirement is satisfied through courses such as Meditation Praxis, Shamanic Training, Taichi Chuan, Alkido, Kyudo, and/or other courses approved by the instructor. Tharpe training (5 hours credit each).

I. Successful completion of the departmental comprehensive exam in the major or minor.
II. Successful completion of the Writing Proficiency Assessment.
III. Satisfactory completion of all general education requirements (described in the Admissions section).
IV. Two-year residency.
V. Successful completion of all requirements for a double major in the two specific departments.
VI. Successful completion of 9 credits in a designated minor area, except for students majoring in interdisciplinary studies.

Graduate Study

The Master of Arts and Master of Fine Arts Programs

Professional and academic training is provided by the institute's eight master's level programs: Body/Psychotherapy, Buddhist Studies, Dance/Movement Therapy, Gerontology and Long-Term Care Management, Psychology/Contemplative Psychotherapy, Transcultural Counseling Psychology (including Art Therapy and Music Therapy), Writing and Poetics (M.F.A.), and Environmental Leadership (scheduled to start in Summer, 1995).

The four graduate programs include extensive intensive workshops, Dance/Movement Therapy, Gerontology and Long-Term Care Management, Contemplative Psychotherapy, and Transcultural Counseling Psychology. All programs culminate with a major written presentation.

Each program includes an additional internship in Dance/Movement Therapy, Gerontology and Long-Term Care Management, Contemplative Psychotherapy, and Transcultural Counseling Psychology. All programs culminate with a major written presentation.

Combined B.A./M.A. Program Status

Students who have 90 or more undergraduate credits may be accepted into the B.A. and the M.A. programs in the combined B.A./M.A. program status. Students who are accepted into the program but denied admission into a M.A. program are classified as B.A. students. Acceptance into the B.A. program does not guarantee acceptance into the relevant M.A. program. Separate application for a M.A. program may be considered after completion of the B.A. degree.

Students who are taking the combined B.A./M.A. program may not receive B.A. degrees until they have completed undergraduate coursework and are two years resident at Napa Institute. At the beginning of the semester in which both of these requirements will be met, students may submit B.A. graduation applications to the Registrar's Office. B.A. majors must complete at least 30 semester credits at The Napa Institute toward the B.A. degree. All B.A. program degree requirements (general education, major, minor, etc.) except the residency must be completed before graduate work begins.

Non-Degree Study

(Continuing Education)

Master of Arts and Master of Fine Arts Programs

Professional and academic training is provided by the institute's eight master's level programs: Body/Psychotherapy, Buddhist Studies, Dance/Movement Therapy, Gerontology and Long-Term Care Management, Psychology/Contemplative Psychotherapy, Transcultural Counseling Psychology (including Art Therapy and Music Therapy), Writing and Poetics (M.F.A.), and Environmental Leadership (scheduled to start in Summer, 1995).

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Combined B.A./M.A. Program Status

Students who have 90 or more undergraduate credits may be accepted into the B.A. and the M.A. programs in the combined B.A./M.A. program status. Students who are accepted into the program but denied admission into a M.A. program are classified as B.A. students. Acceptance into the B.A. program does not guarantee acceptance into the relevant M.A. program. Separate application for a M.A. program may be considered after completion of the B.A. degree.

Students who are taking the combined B.A./M.A. program may not receive B.A. degrees until they have completed undergraduate coursework and are two years resident at Napa Institute. At the beginning of the semester in which both of these requirements will be met, students may submit B.A. graduation applications to the Registrar's Office. B.A. majors must complete at least 30 semester credits at The Napa Institute toward the B.A. degree. All B.A. program degree requirements (general education, major, minor, etc.) except the residency must be completed before graduate work begins.

Non-Degree Study

(Continuing Education)

Master of Arts and Master of Fine Arts Programs

Professional and academic training is provided by the institute's eight master's level programs: Body/Psychotherapy, Buddhist Studies, Dance/Movement Therapy, Gerontology and Long-Term Care Management, Psychology/Contemplative Psychotherapy, Transcultural Counseling Psychology (including Art Therapy and Music Therapy), Writing and Poetics (M.F.A.), and Environmental Leadership (scheduled to start in Summer, 1995).

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Combined B.A./M.A. Program Status

Students who have 90 or more undergraduate credits may be accepted into the B.A. and the M.A. programs in the combined B.A./M.A. program status. Students who are accepted into the program but denied admission into a M.A. program are classified as B.A. students. Acceptance into the B.A. program does not guarantee acceptance into the relevant M.A. program. Separate application for a M.A. program may be considered after completion of the B.A. degree.

Students who are taking the combined B.A./M.A. program may not receive B.A. degrees until they have completed undergraduate coursework and are two years resident at Napa Institute. At the beginning of the semester in which both of these requirements will be met, students may submit B.A. graduation applications to the Registrar's Office. B.A. majors must complete at least 30 semester credits at The Napa Institute toward the B.A. degree. All B.A. program degree requirements (general education, major, minor, etc.) except the residency must be completed before graduate work begins.

Non-Degree Study

(Continuing Education)
Admissions

Undergraduate Admissions

In keeping with the philosophy of graduate education, The Naropa Institute values and seeks to foster an individual's aspiration to contribute to the world with understanding and compassion. The Admissions Committee considers the student's readiness for the program as well as previous academic achievement when making acceptance decisions. A student’s statement of interest and letters of recommendation play important roles in the acceptance process. SAT, ACT, and GRE scores are not required.

Foundation Year

Students who have completed between 30 and 60 semester credits at other institutions are eligible to apply for the Foundation Year program.

Upper-Division Bachelor of Arts Programs

Students who have completed at least 60 semester credits are eligible to apply for our upper-division bachelor’s arts programs as described in the following paragraphs. Of the 120 total units required for a bachelor’s 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. The program educates students in intensive study in a subject offered at the undergraduate level without having to meet the two-year residency, general education, contemporary arts, writing proficiency requirements. The Certificate Program requires one year of study (30 semester credits) for the chosen discipline.

General Education Requirements for Undergraduates

All undergraduate students must fulfill certain General Education requirements before completing their undergraduate course of study. The following information clarifies the General Education categories, the number of credits needed in each category, and the types of courses which satisfy the requirements.

Humanities (6 semester credits)

- Criticism of Arts, Ethics, Foreign Languages, Historical and Philosophical Approaches to Social Sciences, History, History Theory, Antiquities, Linguistics, Literature, Philosophy and Logic, and Religious Studies.

Social and Behavioral Sciences (4 semester credits)


Arts/Performing Arts: (4 semester credits)

- Artistic Techniques, Creative Writing, Dance, Technical Composition, Visual Arts, etc.

Mathematics and Natural Sciences (4 semester credits)

- Anatomy, Biology, Botany, Chemistry, Computer Science, Geology, Mathematics, Physics, and Zoology.

Students must pass the Writing Proficiency Assessment to enter their senior year at the institute.

Establishing Transfer Credits

All courses and credits taken at accredited institutions of higher education with a grade of at least "C" or better may be counted towards transfer credit. An applicant may only bring as many as 60 semester credits of learning completed outside the traditional college classroom, to the entrance requirements of the Naropa undergraduate program. Alternatively, ways of re-establishing transfer credits are described below:

1. College Level Examination Program

   - The College Level Examination Program (CLEP) is a national program administered by The College Board to measure college-level learning completed outside the traditional college classroom. It is a quick and relatively inexpensive way of earning credit for knowledge accumulated outside the classroom. Each exam costs $47. 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 most colleges and universities throughout the United States. The Naropa Institute grants up to 30 semester credits for all exams passed in subject areas that do not duplicate prior coursework, using the minimum passing score recommended by the American Council on Education.

For more information about the College Level Examination Program, including a list of exams, exam centers, and registration information, please write to: The College Board, CLEP, 19967, Princeton, NJ 08541-0001, or contact the Admissions Office.

2. Portfolio Process

   - The Institute also grants credit based on the evaluation of a prior learning portfolio, prepared by the student to document college-level learning that does not fit into the categories 3 and 4, above. This process is designed specifically to acknowledge learning acquired through work experience. Learning situations that qualify for portfolio credit must include experience running a business or experience as a counselor, administrator, or teacher. Students must attend a one-credit Prior Learning Assessment Workshop before beginning independent work on the portfolio. A personal interview is required. Applicants applying for the Portfolio Process with less than 30 credit hours must provide documentation of graduation from high school by obtaining a high school transcript or a certificate of GED. Students enrolling the institute with less than 60 credits may contact the Office of Admissions for further information on the Portfolio Process. A maximum of 30 semester credits can be earned through this process.

3. Courses from Vocational/Technical Schools

   - Applicants may wish to receive credit for work done at vocational and/or technical schools, including certificated technical schools. Transfer credits from vocational and technical schools will be reviewed along with other application materials. In some cases, the Admissions Office may require a catalog or other literature from the school in question. A maximum of 30 semester credits may be transferred in through this process.

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

   - Courses or workshops taken for credit at institutions of post-secondary learning—holding neither regional accreditation nor candidacy for accreditation—are reviewed as non-traditional credit. Students interested in this type of credit review must provide an official transcript, as well as a catalog or materials verifying that the school is recognized as a post-secondary institution by a state, federal or regional agency, plus verification of any specialized accreditation. A maximum of 30 semester credits can be transferred through this process.
Graduate Admissions

Most graduate programs are designed to be entered in the fall semester. Contact the Admissions Office for more information.

Graduate Admission Requirements by Degree

Master of Arts, Body Psychology (Bionatic Psychology Department)

1. A bachelor's degree, preferably in a field related to the helping profession.
2. Certification in a baccalaureate discipline in which the department is not being utilized; study of body-centered psychotherapy (such as Aaron Peterson, the Feldenkrais method, massage, Holistic, stress techniques). The degree must be a bachelor's degree in its own right or a four-year degree including at least 120 credits. The degree must include all courses needed for a bachelor's degree in psychology, including at least 30 credits in psychology, 12 credits in related fields, and 3 credits in English composition.
3. An intermediate level competency in modern dance technique.
5. Three semesters of coursework must be completed in each of the following:
   - Introduction to Psychology
   - Abnormal Psychology
   - Anatomy
   - Kinesiology

A completed application consists of the application form, an academic transcript, a three-page, double-spaced, personal statement of interest, a resume, three letters of recommendation, four ad papers (from an application with the application form and a personal statement of interest), a resume, three letters of recommendation, and a completed application form. These admissions committees will be selected to come to the institute to participate in a day-long group movement investigation. This is required for all applicants who are being considered. Applicants from overseas may, at their own expense, and at the discretion of the faculty, substitute a phone interview and a videoconference (in XYZ format) for an on-campus interview. Applications for the Body Psychology program are due February 15. Group interviews will be held February 25 and April 15 for the 96-98 school year. Applications admissions files must be complete before they may take part in an interview.

M.A. Dance/Movement Therapy (Gnostic Psychology Department)

1. A bachelor's degree, preferably in a field related to dance therapy.
2. A broad range of experience in many dance forms. Some of these forms include modern ballet, jazz, folk and ethnic, etc.
3. Intermediate level competency in modern dance technique.
5. Three semesters of coursework must be completed in each of the following:
   - Introduction to Psychology
   - Abnormal Psychology
   - Anatomy
   - Kinesiology

A completed application consists of: a one-page typed, double-spaced statement of interest; three letters of recommendation; a resume; and a completed application form. These admissions committees will be selected to come to the institute to participate in a day-long group movement investigation. This is required for all applicants who are being considered. Applicants from overseas may, at their own expense, and at the discretion of the faculty, substitute a phone interview and a videoconference (in XYZ format) for an on-campus interview. Applications for the Dance/Movement Therapy program are due February 15. Group interviews will be held February 25 and April 10 for the 96-98 school year. Applications admissions files must be complete before they may take part in an interview.

M.A. Buddhist Studies

Prerequisite: Bachelor's Degree.

In addition to a bachelor of arts degree, this department requires specific non-academic prerequisites. For applicants who have been exposed to the Language concentration, a strong ability in foreign languages is essential. For applicants in the Engaged Buddhism concentration, an ongoing relationship to meditation practice is required. For applicants in the Contemplative Religion concentration, a scholarly minor in and a willingness to engage in meditation practice is required.

Applicants must demonstrate personal commitment to the use of psychoactive substances. A personal interview may be required. There is no Spring admission to this program.

The Engaged Buddhism concentration of the M.A. Buddhist Studies degree has been approved by the Board of Trustees. However, the actual start of this concentration is contingent upon sufficient enrollment.

M.A. Gerontology and Long-Term Care Management

Prerequisite: Bachelor's Degree.

Applicants must show considerable maturity and strong motivation for improving long-term care services for seniors and others with disabilities. Some prior experience, paid or volunteer, in senior services or long-term care is strongly recommended. There are no specific course prerequisites for the program. A complete application consists of: the application form, an academic transcript, a statement of interest; three letters of recommendation; a resume; and a transcript reflecting all education, work, and pertinent experience. Application files will be reviewed after the aforementioned materials are received by the Admissions Committee. Application files will be reviewed for evidence of aptitude for developing financial and human resources management skills, as well as an appreciation of the issues facing the elderly and others with disabilities requiring long-term care services. Those selected will be asked to come to the institute to participate in both a small, group interview and an individual interview with program faculty. These interviews are required for all applicants who are being considered.

M.A. Environmental Leadership

Prerequisite: Bachelor's Degree (Liberal Arts, Fine Arts or Science)

In addition, at least two courses at the B.A. level or higher are required in both Natural Sciences/Geology and Anthropology/ Sociology. Note: Applicants may be accepted with incomplete coursework. Specific course prerequisites, but must existing in their first year. In addition, to completing the above coursework, applicants must have at least two courses at the B.A. level or higher in Natural Sciences/Geology and Anthropology/Sociology. These prerequisites are required for all applicants who are being considered. Applicants from overseas may, at their own expense, and at the discretion of the faculty, substitute a phone interview for an on-campus interview. Acceptance requires the beginning personal interview in the fall and may only late entries in the Spring and continue in the fall. These interviews are required for all applicants who are being considered.

M.A. Psychology: Clinical Psychotherapy

Prerequisite: Bachelor's Degree.

Applicants must show considerable maturity and strong motivation for working closely with the director of the program to achieve their goals. Although personal maturity and some experience are important, an interview is strongly recommended. First-year students who do not have such experience will be encouraged to perform four hours per week of volunteer work in a mental health agency during the Fall and Spring Semesters in preparation for internship. There are no specific course prerequisites for this program.

A completed application consists of: an application form, an academic transcript, a resume reflecting pertinent experience; and a statement of interest. Three letters of recommendation are required. A personal interview will be required. Applications files will be reviewed after the aforementioned materials are received by the Admissions Committee. Those selected will be asked to come to the institute to participate in a small group interview and an individual interview with program faculty. These interviews are required for all applicants who are being considered.

Transpersonal Counseling Psychology: Art Therapy Concentration

Prerequisites:

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

1. Total coursework credits in psychology and related fields (these requirements may be met through additional study at Nanopa). Introductory (3 credits), Developmental (6 credits), and Abnormal Psychology (3 credits). Any additional psychology credits must be followed by an introductory level psychology course.
2. A fifteen credit-hour equivalent of studio art courses (these requirements may be met through additional coursework at Nanopa). An introductory (3 credits), Developmental (6 credits), and Abnormal Psychology (3 credits). Any additional psychology credits must be followed by an introductory level psychology course.
3. Prior work experience in a clinical setting is recommended. Experience in working with others is essential.
Tuition and Fees

The Nanargo Institute Board of Trustees reserves the right to charge tuition or fees without prior notice. A block tuition structure is currently under consideration. Please contact the Admissions Office for the most recent fee information.

**Tuition Per Credit Hour**
- Undergraduate Credit $95.00
- Graduate Credit $300.00
- Non-Credit 150.00
- Out-of-State 155.00 (in addition to Instructor's payment)
- Audit 80.00 (full-time program students only)

**Mandatory Deposits**
- New Program (Student Confirmation Deposit) $350.00
- (Refundable if the student completely withdraws)
- Program Student Registration Deposit 50.00

**Mandatory Student Facility Fee (Fall/Spring/Summer) sliding scale**
- For Non-Degrees $20.00
- For Graduates (Includes $20 free pass fee) $65.00
- 3-credit hours 50.00
- 3-4 credit hours 60.00
- 5-6 credit hours 70.00
- Graduation Fee (for graduates only) 100.00

**Late Fees**
- Late Registration 50.00
- Late Tuition Payment 50.00
- Late Tuition Deferment Fee 50.00
- Late Application for Graduation 15.00-105.00 (See the Nanargo Institute Degree Student Handbook section on Graduation Procedures)

**Documentation of English Proficiency**
- Applicants who are citizens of a country in which English is not the primary language must include documentation of English proficiency in order to be admitted to the Institute. This may include the results of the Test Of English As A Foreign Language (TOEFL), IELTS scores are required of an applicant when other evidence does not clearly establish English proficiency. It takes approximately four to six months from the time the applicant first contacts TOEFL for registration information to reach us. Please contact our Admissions Office for the most recent TOEFL score information.
- Students that take the exam in Europe (including Denmark, Great Britain, Ireland, and Turkey) should write to: CITO, PO Box 5003, 6001 RI Amsterdam, Netherlands, or phone (03) 860-0001 to locate the nearest TOEFL center.
- Applicants should request that scores be sent directly to The Nanargo Institute (School Code: 4260).
**Cost of Programs**

These figures are based on current tuition and fees. On completing programs, all costs may eventually be recovered. "Cost of programs" can be completed within a regular period.  

**Undergraduate:**

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Tuition (8 credits)</th>
<th>Fees for 2 semesters</th>
<th>Total cost for 1-year program</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Year Certificate Program</td>
<td>$18,000</td>
<td>$3,000</td>
<td>$21,000</td>
</tr>
<tr>
<td>Bachelor of Arts Program</td>
<td>$17,420</td>
<td>$3,480</td>
<td>$20,900</td>
</tr>
<tr>
<td>Three-Year Program (Sophomore) Tuition</td>
<td>$26,560</td>
<td>$5,700</td>
<td>$32,260</td>
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</table>

**Graduate:**

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Tuition (8 credits)</th>
<th>Fees for 2 semesters</th>
<th>Total cost for 1-year program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Arts in Transpersonal Counseling Psychology</td>
<td>$18,000</td>
<td>$3,000</td>
<td>$21,000</td>
</tr>
<tr>
<td>Master of Fine Arts in Writing &amp; Painting</td>
<td>$14,400</td>
<td>$2,880</td>
<td>$17,280</td>
</tr>
<tr>
<td>Master of Arts in Business Studies</td>
<td>$14,400</td>
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</tbody>
</table>

**Student Financial Policies**

**Payment of Tuition and Fees**

Tuition and fees for each semester are due on the designated payment day in U.S. dollars. In the form of either cash, traveler’s check, money order, certified check, or credit card. No borrower or other institution will be required to pay by new students, and refer to The Naropa Institute Student Housing Handbook for details concerning payment policies and procedures.

**Drop-After-Tuition Refund Schedules**

See the Registration Section of The Naropa Institute Degree Student Handbook for additional drop-off information.

**Financial Aid**

The financial aid office is designed to provide financial aid for all qualified students. The financial aid officer is available to answer questions concerning student loans and grants.

**Applications Guidelines**

**Conditions for Qualifying for Financial Aid:**

1. Applicants for financial aid must submit a complete application for admission to the financial aid officer by March 1st for the following academic year.
2. Students must certified that they have completed a degree program and where applicable, for financial aid, must be enrolled in at least 9 semester credit hours.
3. Students must maintain satisfactory academic progress in order to continue receiving financial aid. If a student's progress is unsatisfactory, the student may be disqualified.

**Financial Aid Application Deadline:**

**Federal Work-Study Program**

This program is funded by the U.S. government and administered by the College of Education. The program provides on-campus employment for financially need students. Students must be enrolled at least part-time in a degree program.

**Basic Financial Aid Programs for Both Undergraduate and Graduate Students**

The Naropa Institute Student Aid is an independent fund-based study that is provided to students who have been determined to be eligible for federal financial aid. The Institute's Federal Student Aid Program is designed to provide financial assistance to students who have been determined to be eligible for federal financial aid. The Institute's Federal Student Aid Program is designed to provide financial assistance to students who have been determined to be eligible for federal financial aid.
Basic Financial Aid Programs for Undergraduate Students Only

The Federal Plus Loan
A Federal Plus Loan is a low-interest rate installment loan sponsored by the federal government for parent borrowers of a dependent student.

The Federal Pell Grant
This is a federal grant for which students may be eligible up to $5,500 per year.

The Federal Supplemental Educational Opportunity Grant (FSEOG)
This is a small, federal grant program awarded to extremely needy Pell-eligible undergraduate students. Awards ranging from $200 to $1,200 are made to a limited number of applicants.

Empty Seat Grant
This is an institution-funded grant program. Students with a full-time course load may receive up to three additional credits free of charge, chosen from a designated list of under-enrolled courses.

The Federal Perkins Loan
This is a low-interest (5%) federal loan program administered by the institution. Reimbursement begins nine months after graduation or termination of at least half-time student status.

Academic Year Scholarships

Colleen Waltho Music Scholarship
This scholarship is awarded each year to a second-year music degree student. Contact the Music Department for more information.

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

Monastic Scholarship
Students who are ordained monks or nuns are eligible to apply. Please contact the Buddhist Studies Department for information about this scholarship.

The Martha B. Stoddard Scholarship
For first-year M.A. Buddhist Studies students. This scholarship is based on need, motivation to serve others and academic performance. Please contact the Buddhist Studies department for information about this scholarship.

Other Financial Resources

Private-Funded Scholarships
Students are encouraged to apply for scholarships and grants from private foundations and may call the Student Services Office for assistance. Students are encouraged to use the reference sections of public and college libraries in their home towns to discover additional opportunities for financial assistance.

Veterans' Benefits
The Institute is approved for Veterans' Benefits. Request information on eligibility requirements and application procedures from the Napa Financial Aid Office or from your local Veterans Administration office.

Students Visiting from Other Colleges
Students planning to enroll in the Institute for credit to be applied to a degree in a program at another college or university should make arrangements for financial aid through their particular institution.

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

Visiting Fellowships Program
The Visiting Fellows Program is designed as a professional courtesy to artists and faculty at other colleges. It allows use of the Institute's resources during a sabbatical year. Any artist, scholar, or faculty member is eligible. Please contact the Office of the Academic Vice-President for further information about this program.

State Scholarships and Grants
Narcoa does not currently receive scholarships from the state of Colorado. However, students may be eligible for scholarships or grants from their resident state. Please contact the Financial Aid Office for more information.

Financial Aid for International Students

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. Please contact the Institute's International Dance Movement Studies Department for more information.

Writing
The Blackpen Poetry Scholarship
This Institute-funded scholarship is awarded every year to a student of the Summer Writing Program.

Zora Neale Hurston Scholarship
Sponsored by the Student Union for Ethnic Inclusion, this scholarship is available to minority writers of exceptional promise.

Institute of American Indian Arts
This scholarship is available to IIA students enrolled in the Summer Writing Program.

For more information about how to apply for these writing scholarships, please contact the Writing and Poetry Office.

Disabled Student Assistance
The Coordinator for Section 504 of the Rehabilitation Act is the Dean of Students, who is available at 444-0206, ext. 308. The 504 Coordinator will discuss concerns about disabilities and students' obligations to provide auxiliary aids and academic accommodations for all qualified Napa students.

A student with a disability must make formal requests known to the Section 504 Coordinator or to the appropriate academic department in order to be eligible for a reasonable accommodation. Students are encouraged to set up a consultation with the 504 Coordinator prior to the first day of classes each semester for assistance in developing accommodation plans.

Our Policies and Procedures Providing Academic Adjustments and Auxiliary Aids to Students with Disabilities is available upon request from the Office of the Dean of Students.

Student Services

The mission of the Office of Student Services is to oversee the general welfare of all students from the time of their entry into the Institute, through graduation and their work after graduation. The Dean of Students coordinates Student Services and is available for all students' concerns, in consultation with college staff and faculty on policy issues and matters of concern to the student body.

Funding Boulder
The Institute is approximately 20 miles northwest of Denver. From Denver take I-25 north to U.S. 36. The Denver-Boulder Toll Road connects both I-25 and U.S. 36. Turn west on Arapahoe Avenue, south on 22nd Street, and west on Marine, where limited parking is available behind the Institute. Additional street parking is available in the neighborhoods across Arapahoe to the North. Public transportation by Isalmine or bus is available from Denver's Stapleton Airport or Denver International Airport.
Foundation Year

Program Description

The Foundation Year (sophomore year) courses are designed to support investigation of the principles and practice of comparative education.

The core courses in this program provide a strong educational and experiential foundation for anyone new to Naropa. A first semester Foundation Year (FY) student typically takes:

- two FY courses: Coming to Voice and Cognitive Studies in the Fall. The Naropa Seminar and Great Works in the spring;
- one course in the department he/she intends to declare as an upper-division major;
- one comparative practice class, such as Tai Chi, Akido, Calligraphy, Yoga, Meditation Practice, etc., and
- one or two electives selected from Naropa’s undergraduate course offerings.

Undergraduate students may apply for admission to the Foundation Year program when they have completed one year (30 credits) of lower-division college course work. Students with less than 30 credits and who can demonstrate college-level prior learning, may wish to apply for the Portfolio Process (for more information, see the Portfolio Process under the Admissions section of this catalog).

Faculty: Dee Coutler, Carole Fleming, Pearl Olson, Catherine Wallach, Lee Worley, and guest faculty from throughout the Institute.

For admission requirements, see pg. 13.

Core Courses

Fall

COMING TO VOICE

CANDACE WALWORTH

We "eat" words daily, produce and consume language nearly non-stop. This class is designed to heighten our awareness of everyday language as well as to what our appetite for the unfamiliar. We explore metaphors we live by and mysteries of language by tapping into our own orality and inner voices, as well as delving into the rich literature of our own and other cultures. Lee Worley, director of Poet As Writer Studies, will join us as guest instructor for three weeks during the semester, introducing experiential exercises that evoke basic presence, body awareness, and the spoken word. 3 credit hours. FY297

JOURNEY TO THE SOURCE

DEBORAH BOWMAN and

CANDACE WALWORTH

This three-day canoe trip down the Gunnison River is offered in the fall as an orientation experience for new students. The trip is designed to delight the senses and renew our sacred connection to the earth and her bountiful healing waters. The section of the Gunnison River we will canoe is a bend of clear, deep clear, river paddling—an environment rich in shape and sound. We will engage in contemplation, community sharing, and celebration. Individual and group exercises are designed to guide the inner journey and open our hearts to myths and tales of nature. 1 credit hour. FY20255

THE GODDESS, THE GREEKS AND US

BLYTHE MARBURY FARRELL

This course explores the origins of Western Civilization and whether it began in Ancient Greece. Was Greek civilization decisively influenced by a Minoan culture, which was destroyed but not destroyed? In this course, we read an authoritative account of Ancient Greece and its predecessors by a traditional scholar, and a contemporary feminist account, including "her story" against "his story." We read central primary texts, myths, poems, and philosophical dialogues. Together, we work on creating a "new history" textbook, one that does justice to the many stories that can be told when one tries to see the past with as little distortion from the ego as possible. 3 credit hours. FY2081

Spring

GREAT WORKS

CANDACE WALWORTH

This course invites students to explore the relationship between great works and their own lives. Readings are selected from diverse cultural traditions and include poems, parables, prayers, short stories, letters, speeches, political documents, and novels. Class projects are designed to encourage students to explore (not just what they read, but how they react. Great faculty are invited to join us throughout the semester to offer a variety of cultural, political, and personal perspectives concerning the nature of great works. 3 credit hours. FY2060

THE NAROPA SEMINAR

CAROLE FLEMING

This course features presentations by Naropa faculty, representing diverse fields of study at the Institute. Faculty will introduce students to the basic theory and practice of their work and to their individual educational, artistic and spiritual journeys. Students will explore the ground of education at Naropa through dialogue and experiential exercises with guest faculty, class discussion and written work. 2 credit hours. FY2060

WRITING SKILLS WORKSHOP

CANDACE WALWORTH

This writing workshop is for students interested in a vigorous weekly workshop with language. As a class, we write together, read together, then go home and write some more. We start slowly, exploring our own language with a beginner's mind, what catches our attention and what we ignore may be revealed. Except to write personal narratives, investigative essays, and genres yet to be named. Experiments with perspective, gesture, and voice will—by the end of the semester—yield a portfolio of polished prose. This course is not open to auditors nor is it open to graduate students for credit. 3 credit hours. FY2060

WRITING SKILLS WORKSHOP

CANDACE WALWORTH

See description under Fall. 3 credit hours. FY2060

20
Contemplative Psychology B.A.

Program Description

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

The department offers four concentrations: Buddhist and Western Psychology, Jungian Psychology, the Psychology of Health and Healing, and Transpersonal and Humanistic Psychology. The student takes an 18 credits in the chosen concentration, plus a series of contemplative psychology core courses aimed at integrating the meditative study of psychology with training in moment-to-moment awareness and compassion. The program prepares the student for any occupation requiring subtly in interpersonal relationships, particularly in the helping professions.

For admission requirements, see pg. 13.

Core Courses

The core program consists of the following courses:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Psychology of Healing I and II</td>
</tr>
<tr>
<td>3</td>
<td>Psychology of Meditation</td>
</tr>
<tr>
<td>2</td>
<td>Cognitive Studies I</td>
</tr>
<tr>
<td>2</td>
<td>Research Project I and II</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

Total core credits: 14
Total concentration credits: 10
Total required credits in the major: 24

Descriptions of the Concentrations

Buddhist and Western Psychology

This concentration is a combination of Buddhist and Western approaches to psychology. In Buddhist psychology courses, the emphasis is on integrating intellectual studies of Buddhist teachings with meditation practice. In Western psychology courses the psychodynamic traditions of Jung, Paris, Erskine and the existential and transpersonal psychologists are emphasized.

Jungian Psychology

This concentration focuses on the psychotherapeutic and philosophical work of Carl Jung and those who have been inspired by him. We work emphasizes the power of the unconscious, the use of imagination in the healing process, and the importance of the messages of dreams, symbols, and myths.

Psychology of Health and Healing

The courses in this concentration offer various healing approaches 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 concentration offers courses in the practices and teachings of the humanistic and transpersonal traditions of psychology, and studies the applications of these approaches to psychotherapy. It also offers courses in the various humanistically-oriented psychologies that are developing in Western culture, including the work of Perls, Rogers, Maslow, Fisch, Erskine, Kurtz, and Jung.

Certificate Program

A 30-credit certificate program is offered by the department of which 18 credits must be taken in the area of psychology. The curriculum is drawn from core and concentration courses, and is tailored to the individual student’s needs and background.

Full-Time Faculty: Marvin Capser (Chair); Kathy Emery, Administrative Director; Grice Martin-Smith, Student Advisor; Lise Opirom

Part-Time Faculty: Susan Aigrain; Gabrielle Berendt; Sasharita Blume; Donald Campbell; John Carper-Reinhart; Des Coulee; Katrina Groos; Berris Mark; Madele Merger, Stephanie Mirave; Kathleen Moore; Gary Muller; Pat Ogdon; Deen Rudin; Laurie Sauter; Alexandre Sharacov; Trudy Wadst; Philip Reiter; Larry Weisen

Courses

Fall

INTRODUCTION TO PSYCHOLOGY

KATHLEEN MOORE

This course is an overview of both traditional, as well as non-conventional approaches to the study of psychology and will include gender differences, multiculturals and social perspectives. The class highlights and personalizes learning through dialogic and experiential exercises. 3 credit hours. PH 118

PSYCHOLOGY OF MEDITATION

MARTIN CAPSER

This course introduces students to the practice of sitting meditation. Classes consist of group meditation, instruction and discussion. In the Buddhist tradition, sitting meditation is the most direct means of training in mindfulness/awareness, which is the basis of contemplative psychology and healing. 3 credit hours. PH 200

BUDDHIST PSYCHOLOGY: MAITRI AND COMPASSION

MARTIN CAPSER

The practice was developed by Chogyam Trungpa, Rinpoche, from traditional Tibetan yogic techniques. In this practice, particular postures and specially designed names invoke a variety of psychological spaces from which arise different styles of thought and emotion. In this course, we explore the major types of psychological space, their relation to pride, passion, paranoia, ignorance, hesitation and aggression and the Buddhist approach to sanity, neutrality and physiology. Students attend a weekly lecture, practice in the meditation room and participate in a smaller group for more personal processing of the material. 3 credit hours. PH 251/252

COGNITIVE STUDIES I

DEE COULTER

During this course, we explore ways in which one can cultivate an intellectual rigor of mind without alienating one’s personal ground. Refining one’s sense of thought and integrating one’s speech and inner gesture systems in a bringing idea to form, we examine commitment, connection, wonder, and discern as possible agents for cognitive change. The work of Derrida, Stein, Langer, and others are considered. 3 credit hours. PH 250
TRADITIONAL CHINESE MEDICINE

PSYCHOPHYSICAL LEARNING: MAKOMI APPRACHES

The Gestalt Approach

Terry Malcuit

The Gestalt Approach is an active and powerful process of understanding and working with “body, soul, and mind”. By focusing on the details of moment-to-moment experience and the interplay between the individual and the environment, Gestalt seeks to develop “self-knowledge, satisfaction, and self-support.” The course includes readings, lectures, discussions, and experimental exercises. 2 credit hours. PREREQUISITE: Introduction to Gestalt Psychology.

VISUAL ARTS: THE ROLE OF IMAGERY AND CONCEPTION IN TREATING RURAL AGED PEOPLE

The workshop is open to expand the role of visual and conceptional skills in treating elderly people. This course involves the exploration of visual and conceptional skills in treating elderly people. The course includes readings, lectures, discussions, and experimental exercises. 2 credit hours. PREREQUISITE: Introduction to Visual Arts.

LANGUAGES AND COMMUNICATION IN THE HEALING PROCESS

Daniele Ruan

Based on the principles and techniques developed by the late Dr. Milton Erickson, this course explores various aspects of the healing process. The course includes readings, lectures, discussions, and experimental exercises. 2 credit hours. PREREQUISITE: Introduction to Languages and Communication.

INTRODUCTION TO JUJING PSYCHOLOGY

Trudy Walker

Jujing is a branch of psychological concepts that is concerned with more traditional Freudian ideas. This course explores the Jungian psychology and its application to everyday life. The course includes readings, lectures, discussions, and experimental exercises. 2 credit hours. PREREQUISITE: Introduction to Jungian Psychology.

SHAMASHRA TRAINING

See description listed under Shamanic Training.

REFLEXOLOGY AND BASIC ANATOMY

ATHENA GURDU

See description for 2 credit hours. PREREQUISITE: Introduction to Shamanic Training.

COGNITIVE STUDIES I

See description under Falafel.

COGNITIVE STUDIES II

See description under Falafel.

TIBETIANS MEDICINE

Phil Weber

Current Tibetan medicine is a unique blend of Ayurvedic, Chinese, Tibetan, and Western medical systems. This course presents an overview of Tibetan medicine and explores how it relates to meditation practice. Topics include the three-humour theory, the mind-body relationships, diseases classified according to disease entities of the body, mental states, and spiritual practices. 2 credit hours. PREREQUISITE: Introduction to Meditation.

PSYCHOLOGICAL INTERVENTION I

Dr. OLLY

This course introduces contemplative psychotherapy and healing. We explore questions such as "What is health?" and "What is healing?" in the context of our own attitudes and relationship to pain. Basic Gestalt principles are introduced and explored in the light of each student's own experience. 2 credit hours. PREREQUISITE: Introduction to Psychological Intervention.

INTRODUCTION TO JINSH SHUJUS STEPHANIE MINAS

This course explores the principles of Jinsh Shujus, an ancient Japanese healing art. The course includes readings, lectures, discussions, and experimental exercises. 2 credit hours. PREREQUISITE: Introduction to Psychological Intervention.

PSYCHOLOGICAL LEARNING: MAKOMI APPROACHES

Terry Malcuit

This course explores the principles and techniques developed by the late Dr. Milton Erickson, including the concepts of timing, body awareness, and the relationships between the mind and body. The course includes readings, lectures, discussions, and experimental exercises. 2 credit hours. PREREQUISITE: Introduction to Psychological Learning.

EMBODIMENT PROGRAM GROUP

Susan Appian

Embodiment Program: Individual, using your own individual practices of embodiment or group, you can begin to explore how to combine your individual practices with the practices of others. You can combine your individual practices with the practices of others. The course includes readings, lectures, discussions, demonstrations, practice, video, and textual analysis. 2 credit hours. PREREQUISITE: Introduction to Embodiment Program Group.

HEALING IN CROSS-CULTURAL PERSPECTIVES

Sarah A.F. Windham

What can we learn from traditional systems to heal the body, mind, and spirit in our environmental diseases? Case studies from North America and other parts of the world show us how physical and cultural factors contribute to the body's need for healing. 2 credit hours. PREREQUISITE: Introduction to Healing in Cross-Cultural Perspectives.

DEATH AS A SPIRITUAL PRACTICE

Clara Luise Helle

Death as an archetypal energy and as a human experience carries a powerful transforming potential. Students explore the many myths of death and study to impact and value for life. Experience with meditation, shamanic dreams, and rituals provides the opportunity to integrate death awareness as a aspect for the living. 2 credit hours. PREREQUISITE: Introduction to Death as a Spiritual Practice.

EMPOWERING ARTS IN HEALTH: ALEXANDRA SHOREY

Expressive media as potent means of reflecting, communicating, and exploring the mind. Imagery and experiential arts as an access to physical, emotional, and psychological realities of being. 2 credit hours. PREREQUISITE: Introduction to Empowering Arts in Health.

SYNCRONY: I, THE BRIDGE BETWEEN PSYCHOLOGY AND SPIRITUALITY

Shanna Stangenberg

Psychosynthesis is the bridge between psychology and spirituality, and the methodology which balances the psychological and spiritual perspectives of the early 20th century. It is a form of psychotherapy that integrates the physical, emotional, and spiritual aspects of human experience. 2 credit hours. PREREQUISITE: Introduction to Psychosynthesis.
Early Childhood Education B.A.

Before we can truly nurture and educate children, we must become aware, genuine, and compassionate ourselves. The Early Childhood Education B.A. degree program begins the process of nurturing, integrating and awakening in the student teacher. By first cultivating gentleness and awareness in ourselves, we naturally manifest openness and attentiveness to the child. Only after saying that foundation do we in the program begin to learn and apply teaching skills drawn from the methodologies of the holistic and spiritual traditions of Montessori, Waldorf and Shambhala.

Using this contemplative approach, we begin with knowing ourselves and understanding the dynamics of teaching relationships. The foundation of the B.A. program is six years of practice. The practice of meditation gives clarity, confidence and appreciation in our own individual styles of being, learning and teaching. Therefore, the teaching relationship and accompanying methods acquired are true to our own unique and genuine ways of being. Mindfulness practice leads to deep insight into children’s learning styles and to effectively enabling children to unfold according to their true natures, without bias and aggression.

Having done all this, the teaching skills that are acquired are appropriate to ourselves as teachers, to our relationship with the children, and to the educational environment we create. The acquisition of skills in the program progresses from the study of movement, to child development, to contemplative teaching approaches, to curriculum and methods, and then to administration skills. The culmination of the two-year program is an intensive internship at Naples' Alyas Preschool, or another affiliated contemporary setting.

For admission requirements, see pg. 13.

Professional Status Requirements

This B.A. degree is designed to provide the academic training to qualify one academically in the State of Idaho as a preschool teacher with group leader qualifications, director of a single childcare center, or as a private kindergarten teacher. Those interested in obtaining advanced level degrees will have found the courses very useful and readily applicable.

Requirements for the B.A. Degree in Early Childhood Education

The B.A. degree in Early Childhood Education (ECE), requires 24 semester credits of coursework in the major. Degree students are also required to minor in 20 credits) in Traditional Eastern Arts, holistic general education requirements, and take an additional 27 elective credits, for a total of 60 credits. Some of the ECE courses have a meditation practice requirement.

Certificate Program for Early Childhood Education

The Certificate for those who already hold a B.A. degree represents no recognition formal certification. It is designed for those who wish to immerse themselves in a contemplative education program for one year. The required courses for the Certificate program include all of the first year ECE B.A. program courses, plus the "Holistic and Contemplative Traditions in Teaching" course. The graduation requirements are 30 semester credits, including the 10 credits in core ECE courses.

Full-Time Faculty: Richard Brown

Part-Time Faculty: Lee Bots, Desjoy Couture, Alanna Crawford, Jane Fager, Carol Haimian, Gene Heide, Margaret Knepper, Sherry-Kessler, Darlene Lomax, Berrie Mack, Alice Monson, John Robinson, and Laura Sarris

Core Courses

Fall

FOUNTAIN OF CREATIVE EDUCATION RICHARD BROWN

This course lays the ground for discovering the full-blown richness and dignity of ourselves and children. We study and practice the essentials of contemplative educational psychology in order to apply its wisdom to teaching young children. Through an exploration of the traditional Shambhala and Buddhist approaches to working with our states of mind, we prepare for teaching with vigor, helpfulness, and compassion. We focus on the contemplative approach to the dynamics of teaching young children, focusing on the influences of parents or other teachers. The emphasis is on how to encourage concepts and emotions directly, gently and creatively. During the class we develop the disciplines of mindfulness, awareness and contemplative educational observation, a natural extension of awareness practice. These techniques enable us to be receptive and bring forth children's true nature without prejudice and aggression. 3 credit hours. EDC40

MOVEMENT IN EDUCATION DARLENE LOMAX and MARGARET KNEPPER

This course is the study and experience of basic early movement as it relates to the education of young children. The aim is an understanding of the way movement patterns that help both ourselves and young children form a relationship with the world. The primary discipline for the course is body-centered learning. Through this practice and other exercises we experience our own movement patterns in a very direct and transformative way. The class includes studies of early motor development, and the functions of the body in movement, as it relates to early education. 3 credit hours. EDC302

HOLISTIC AND CONTEMPORARY TRADITIONS IN TEACHING RICHARD BRONW

During this course, we encounter some of the most important holistic and contemplative approaches to teaching young children. The study focuses primarily on the Rhythmics, Waldorf and Montessori traditions. Life-like observations are done in preschools which use these approaches. We explore and compare these traditions to enhance our development as teachers. In this course we begin to incorporate personally meaningful aspects of these traditions into our own teaching style. 3 credit hours. EDC410

Spring

MAITRI AND LEARNING STYLES RICHARD BROWN

During this course, students study and practice the traditional Buddhist energy styles in relation to teaching and learning. Integrated into this approach is an exploration of Howard Gardner's studies of multiple learning styles.

Adapted for Westermess from the tradition of 'Maitri Yoga', Maitri is a process (method) of cultivating awareness of the emotions and developing appreciation of diverse styles of expression in ourselves and others. Maitri practice is based upon the discovery of the ultimate wisdom of emotional energies, described as the Buddha's family. We will learn how to uncover this wisdom in our teaching and relationships with children. We explore the implications for curriculum and educational environments based on our discoveries. Prerequisite: Established meditation practice, or permission of instructor. 3 credit hours. EDC50

CHIL DEVELOPMENT AND CREATIVITY NANCY WARD

Development of children is traced from birth to the beginning of school age and is related to the education of children. The aim is an understanding of the way movement patterns that help both ourselves and young children form a relationship with the world. The primary discipline for the course is body-centered learning. Through this practice and other exercises we experience our own movement patterns in a very direct and transformative way. The class includes studies of early motor development, and the functions of the body in movement, as it relates to early education. 3 credit hours. EDC302

Introduction to Mysteries GENE HOOLEY

1 credit hour. EDC00

Stories Make the World LAURA STRADA

1 credit hour. EDC42

Teaching Preschool Children GENE HOOLEY

This course brings a contemplative view to learning the practical skills for teaching preschool children. Taught at Alyas Preschool by the executive director and faculty, students learn first hand how the teachers in a contemporary preschool plan for and teach two to six year-olds. The approach emphasizes a developmentally appropriate, child centered, experiential, and holistic approach to learning. Students are introduced to a variety of teaching methods and are taught how to gather, develop, and implement lesson plans. 2 credit hours. EDC905

ADMINISTRATION OF A DAY CARE CENTER ANNETTE CRAWFORD and GENE HOOLEY

This course covers all aspects of operating a day care center. Teaching includes start-up costs, working with licensing agencies, marketing, developing a budget, hiring, enrollment, and operations. We look at staff duties, functions, benefits, development, and retention. Working with parents in the enrollment process, in the instructional relationship and creative problem solving are discussed. We explore leadership styles, issues which affect administrators, and ways to address for children and families. Attention is focused on ways to cultivate nurturing relationships among children, staff, and parents. The contemplative practice of Nalanda tower swinging is also included. Brief reviews of the five centers, family child care, and specialized programs are included. The classes include lectures, guest speakers, and projects. 3 credit hours. EDC900

Summer Education Program

The summer education program is for teachers at all levels, new and early educators, who wish to supplement their education with elective courses in contemplative education. Offerings vary each summer.
Environmental Studies B.A.

Program Description

When human beings lose their connection to nature, to heaven and earth, it is not wise not to know how to nurture their environment. Healing our society great hand in hand with feeling our personal, emotional connection with the phenomenal world.

— Chief Seattle

The earth does not belong to man; man belongs to the earth. That we know. All things are interdependent. That we know.

The Navajo Environmental Studies program features an integrated, multidisciplinary curriculum which joins the study of ecology, human systems, and social systems in a way that fosters an understanding of the whole. The program is grounded in the first principle of Ecology—that everything is interconnected—and encourages all inquire from an ecological and systems perspective. Our approach to learning reflects our commitment to the whole of things by emphasizing a balance of the current and analytical and holistic approaches to understanding. Science is viewed as an important way of knowing, which in combination with other ways of knowing can lead to profound insight and effective action.

The B.A., is intended as an accoutrement for a rich, personal, and informed relationship with nature, and for lives and work which benefit the Earth and all its inhabitants. It offers an environment rich with opportunities for learning about the relationship between human and natural systems. In particular, we emphasize the native peoples of the American High Plains and the nearby Southwest. In addition, the Boulder region is home to numerous environmental and conservation organizations and consulting firms, providing opportunities for senior projects, internships, and opening up career opportunities.

For an experience of markedly different ecosystems and cultures, Navajo students may participate in the Study Abroad Program. Through the program, students learn firsthand about the ecological and cultural components of sustainable societies, and about the challenges of social and cultural change. See the Study Abroad Programs in Nepal and Bali section of this catalog for more details.

Hedgpeth Farms, a 30-acre farm partly owned by Navajo, provides a place to study and practice gardening. With the goal of developing ecologically sustainable agriculture, the hands-on classes offered in horticulture allow students to experience the methods of organic gardening in a rural setting, and to study the relationship between horticulture and ecology.

Courses

Ecology emphasizes the study of ecological principles, human-ecosystem interactions, and the design of environmentally sustainable societies. The diverse eco-systems of the Boulder bioregion, from pristine prairies to mountain streams and alpine tundra, are our natural laboratory.

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

Native American Studies draws upon the traditions of indigenous peoples of the High Plains and Southwest, fostering an in-depth understanding of the economic, cultural, philosophical, and spiritual underpinnings of the past and present. Contemporary issues and problems receive strong emphasis.

Resources

The Boulder region is an exceptionally rich natural laboratory for ecological field study, and is one of the major resources of the Environmental Studies program. Spanning the grassland ecosystem of the High Plains to the alpine tundra of the Continental Divide, this area provides diverse opportunities for study, exploration and wilderness experience. Regional human communities offer valuable opportunities for learning about the relationship between human and natural systems. In particular, we emphasize the native peoples of the American High Plains and the nearby Southwest. In addition, the Boulder region is home to numerous environmental and conservation organizations and consulting firms, providing opportunities for senior projects, internships, and opening up career opportunities.

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Education for Meaningful Work and Lives

The program seeks to inspire students to approach environmental studies as a learning journey that is meaningful in a personal way. We foster readiness to meet the challenges of transforming the relationship between humans and the natural environment, willingness to lead in problem-solving of environmental situations and commitment to living in harmony with the Earth, as citizens concerned with furthering a sustainable future.

Curriculum

A minimum of 34 credits of upper division coursework must be completed in Environmental Studies. All program majors take an integrated core curriculum, as well as a minimum of nine additional hours required for specialization in one of the three concentrations: Anthropology, Ecology, Horticulture, and Native American Studies. The required core courses fall into two categories.

- The background category includes one course from each emphasis area. These courses are Cultural Anthropology, Garden Work, Sacred Earth, and Ecology in an Evolutionary Perspective.
- The engagement category features these courses: Effective Action, Environmental Problem Solving, Sustainable Communities, and Senior Project. Students have three options to fulfill:
  1. Create an independent senior project mentored by department faculty.
  2. Take Environmental Problem Solving as Senior Project, or
  3. Take Sustainable Communities as Senior Project.

All students must take Environmental Problem Solving and Sustainable Communities, and students who already hold a B.S. degree may enroll in one year Certificate Program in Environmental Studies, which requires a successful completion of 35 credit hours.

Faculty: Sarasadat Buhman, Jane Burt, Eagle Cruz, Richard Dart, Bob Howard, Ronald Ketchum, Director, Allen Pack, Elizabeth Roberts, DelValle Thomae, II

Summer Program and guest faculty for 1994 include Lorraine Fox Davis, John Echouffee, Ed McIvor, and Joanne Tal

General Environmental Studies Courses

SURVIVAL SKILLS

RICHARD DART

This class is an introduction to basic survival skills including making fires by friction, locating and purifying water, constructing wilderness shelter, finding edible edible and medicinal plants, primitive hunting and trapping techniques, and animal tracking. Through a hands-on approach to learning, students gain a broader appreciation of nature's gifts. In addition, students develop intuitive skills from our common human heritage, ancestors and better understand our place in nature's annual cycle of seasonal renewal. Teachings are drawn from the knowledge and wisdom of indigenous peoples worldwide. 3 credit hours. ES302

EFFECTIVE ACTION

CONTEMPORARY MANDATE

ELIZABETH ROBERTS and FORREST KETCHUM

Major religious traditions and sacred traditions in many prehistoric societies teach that humans have a duty to care for, honor, and protect “the creation” or “natural world,” including their human brothers and sisters. As we explore contemplative meditations for social and environmental action, we examine skillful, effective, and compassionate means of communications and implementation. We consider examples of well-known activists such as Gandhi, Martin Luther King, and Saul Alinsky, and discuss issues and often using environmental heroes and heros. Each student is encouraged to find his or her own expression of effective social or environmental action through independent or team projects, and to examine the ways in which each of us can contribute to environmental sustainability by altering our personal lifestyles. Required for Environmental Studies majors. Spring semester. 5 credit hours. ES352
ENVIRONMENTAL PROBLEM SOLVING: ACROSS DISCIPLINES AND PERSPECTIVES
JANE BUNIN and FACULTY
This course presents both practical and conceptual aspects of addressing environmental problems. A major focus in the class is the development of skills to access ecological, anthropological, and agricultural databases, as well as other published and unacknowledged information sources. Further emphasis is placed on skillful syntheses of garnered information, clarity of strategy, and decision-making processes. We discuss methods of writing small grant proposals to support environmental and social projects; and students work on developing local, environmental problem of their own design, subject to the consent of the instructor. Required for all Environmental Studies majors. 3 credit hours. EA340590

SUSTAINABLE COMMUNITIES
ACGI H0269 and FACULTY
This course explores the concept of sustainability from three perspectives: food supply, shelter, energy, protection and proper ecological use of environmental resources, and social harmony and balance. We explore (1) which kinds of societies have met the aforementioned criteria in the past, and (2) whether or not we can create societies and communities that meet these criteria in the midst of technological industrialized cultures. Each year, students work as a team to design a potentially sustainable housing development in a specific location, with a designated site developer, a principal of design project. Recommended for all Environmental Studies majors. Spring semester. 3 credit hours. EA347075

ENVIRONMENTAL ETHICS
FORREST KETCHIN
This course explores a number of different—philosophically and religiously—questions about the environmental choices facing contemporary people. It focuses on current environmental issues, on the relationship between the environment and society, and on the ethical and political dimensions of these issues. The course is designed to help students think critically and to develop their own ethical principles and actions. Required for environmental studies majors. 3 credit hours. EA348050

CROSS-CULTURAL HEALING PERSPECTIVES
SARVAVI BHRUMAN
This course examines traditional healing practices of various cultures and societies. It includes a study of the role of traditional healers in their communities. Students will develop an understanding of the role of traditional healers in contemporary society. Required for anthropology majors. 3 credit hours. EA343050

ANTHROPOLOGY
CAROLINE FRAGA and FACULTY
This course examines the interaction of various human societies with their physical environment. It includes a study of the relationship between human societies and their physical environment. Required for anthropology majors. 3 credit hours. EA340000

CULTURES, GLOBAL SOCIETY, AND THIRD WORLD DEVELOPMENT
SARVAVI BHRUMAN
Moving toward world community means confronting the twin issues of world poverty and environmental degradation. The course examines these issues in the context of global politics and the role of the United Nations in addressing them. Required for anthropology majors. Fall semester. 3 credit hours. EA341050

ETHICAL PRACTICING: FOOD CULTURES
FORREST KETCHIN
This course examines the role of food cultures in shaping individual and cultural identities. Required for anthropology majors. 3 credit hours. EA341050

CONTEMPORARY ISSUES IN NORTHERN AMERICA
ELIZABETH POLONY
This course examines the role of the environment in shaping human biological evolution and cultural adaptations. It also considers the impact of both traditional and modern human societies on the ecosystems. Consideration of the current ecological crisis and the requirements of eco-sustainable human societies are studied in an in-depth study of the subsistence patterns of selected traditional human societies. Required for anthropology majors. Fall semester. 3 credit hours. EA341050

ECOLOGY
ECOLOGY IN EVOLUTIONARY PERSPECTIVE
JANE BUNIN and FACULTY
This course provides an introduction to the ongoing evolutionary journey of matter and energy as it moves through the Earth. Through classroom work and field trips to the diverse ecosystems of our own bio-region, fundamental ecological concepts such as energy flow, nutrient cycles, food webs, population growth, biodiversity, adaptation, carrying capacity, ecological succession, symbiosis, and interspecific interactions are examined. Students are exposed to global awareness of the threats of overpopulation and the genetic erosion of species. The course explores the scientific methods and some of the strategies of the discipline as an investigative tool. It also seeks to lay a foundation for an appreciation of the richness and diversity of the ecosystems in which we live. Required for all ES majors. 3 credit hours. EA3420

INTRODUCTION TO FIELD ECOLOGY
ELIZABETH POLONY
A field course in its entirety, this class is designed to explore the grasslands, mountains, sub-alpine, and alpine ecosystems of the Rooster Range. Biological principles and processes are studied through laboratory and field experience. Ecological patterns are studied through observation of outdoor phenomena; natural history and observation is a naturalistic and personal encounter with the natural. Fall semester. 1 credit hour. EA343050

ECOSYSTEMS OF THE MOUNTAIN BIOME
ELIZABETH POLONY
This course provides an introduction to the various ecological communities and processes of the mountain biome, including terrestrial and riparian ecosystems. It considers the role of the environment in shaping human biological evolution and cultural adaptations. It also considers the impact of both traditional and modern human societies on the ecosystems. Consideration of the current ecological crisis and the requirements of eco-sustainable human societies are studied in an in-depth study of the subsistence patterns of selected traditional human societies. Required for anthropology majors. Fall semester. 3 credit hours. EA341050

ECO-LITERATURE
JACOB CLAYTON
See Writing and Literature, B.A. section. 3 credit hours. EA340000

HUMANS AND ECOSYSTEMS
ECOLOGY IN EVOLUTIONARY PERSPECTIVE
JANE BUNIN and FACULTY
This course provides an introduction to the ongoing evolutionary journey of matter and energy as it moves through the Earth. Through classroom work and field trips to the diverse ecosystems of our own bio-region, fundamental ecological concepts such as energy flow, nutrient cycles, food webs, population growth, biodiversity, adaptation, carrying capacity, ecological succession, symbiosis, and interspecific interactions are examined. Students are exposed to global awareness of the threats of overpopulation and the genetic erosion of species. The course explores the scientific methods and some of the strategies of the discipline as an investigative tool. It also seeks to lay a foundation for an appreciation of the richness and diversity of the ecosystems in which we live. Required for all ES majors. 3 credit hours. EA3420

NATURE AND THE SACRED: A PERCEPTIVE APPROACH
FORREST KETCHIN
This course explores the experience of nature in one's life. It leads to an appreciation of the beauty and wonder of the earth. Nature is perceived as a spiritual reality, in which there is a sense of interconnectedness with all life. The class is designed to explore the natural world on a personal level. It is a course in which students are encouraged to experience the natural world in a new way. Spring semester. 2 credit hours. EA343050
ECOLOGY SEMINAR

PERMACULTURE: A SHORT INTERVIEW WITH ALISON PECH

ECOLOGY SENIOR PROJECT

FACULTY

Horticulture

GARDEN WORLD

BOB HOWARD

This course provides an overview and an introduction to gardening. We study botany, soil science, garden history, and design to lay a solid foundation for the practical knowledge of garden making, with emphasis on a natural, organic approach. Practical demonstrations at Hedgerow Farms provide experience in practice with soil, including how to dig a bed, sow seed, water, and cultivate. Observation of nature’s cycles in the garden is the basis for practical and art of garden work. Required for environmental studies majors. 3 credit hours. HEDG

LANDSCAPE AND GARDEN DESIGN

BOB HOWARD

This course provides an overview of the skills and history of landscape garden design. Students learn about plants appropriate to the Boulder climate and study site analysis, planting techniques, zone and wood construction, irrigation, and design principles. Students learn how to create a landscape design informed by their own garden, and practical design, sketching and writing for a building plan. Experienced with these skills takes place in the context of an introduction to the history of landscape and garden design. Students examine classic and modern historic important gardens, and visit local gardens. Fall semester. 3 credit hours. HEDG

EDIBLE PLANTS: VEGETABLES, FRUITS, AND HERBS

ALISON PECH

We depend on plants for our sustenance and shelter. This course provides an introduction to wild and cultivated plants that provide food and healing. Students begin a study of edible plants and their sustenance. Wild plant study includes ecology, identification and harvesting. Cultivated plant study includes selection, propagation, soil preparation, care, and harvesting. The course provides classroom study, gardening, and harvesting, and field trips. Prerequisite: A Beginning Botany or Botany course or permission of instructor. 3 credit hours. HEDG

INTERARTS STUDIES B.A.: THEATER/DANCE/MUSIC

Program Description

The InterArts program invites innovative artists to practice their primary discipline while developing a well-informed relationship with other art forms and contemporary practices. Students are encouraged to find a balance between their professional development and the critical tools for collaboration with artists in other disciplines. Comprative practices enrich the artistic process by offering a clear understanding of the experience of symbolization of body and mind, an essential training for healthy creative process.

Traditional Eastern Arts, contemplative practices, the study of world conventional traditions, and the sitting practice of meditation, are among the classes in the InterArts Program. These practices reflect the program’s unique approach to developing artistic expression through the development of awareness and increased experience in articulation of personal creative insight.

InterArts Studies consists of these areas of concentration: Music, Dance/Movement Studies, and Theater. These areas of focus are Dance/Movement Studies, Dance, and Dance Therapy. Members of the Arts faculty, many of whom are active in more than one art form, believe that collaboration adds depth and breadth to a student’s journey by shaping artistic patterns, highlighting common themes among the arts, and cultivating confidence in creative expression. The program encourages cultural diversity and the exploration of cultural traditions that give birth to art. Multidisciplinary core courses, workshops with visiting artists and formal and informal performance opportunities, and travel, further enhance the curriculum of the concentration areas. Individual advising sessions with faculty assist the student in creating an integrated course of study.

In addition to year-round offerings, students may create Independent Study projects under the guidance of a faculty mentor. The Independent Study Program is highly recommended as an opportunity to enrich student’s experience.

Summer faculty have included: Meredith Monk, Rachel Rosenthal, Jerry Granick, Nancy Gifford, Ruth Zaporoz, Jeff Taylor, Lisa Knau, Obo Andy, Corey Hatcher, Jay Clayton and others.

For admission requirements, see pg. 13.
Core Areas of Study

1. Traditional Eastern Arts - Studies based on the development of awareness and the synchronization of body/mind have included: Tai Chi, Aikido, Kurodo, Yoga, Contemplative Dance Practice, Mudra Space Awareness, and the Japanese arts of flower arranging, calligraphy and tea ceremony as well as Meditation Practice and Shamanite Training.

2. Discipline Specific Training - Foundation work in Music, Dance, and Theater techniques are practiced in courses designed to enhance students' skills in their chosen field of study: Music, Musica, Contemplative Dance Practice, Creative Dance Practice, Creative Writing Practices, Small Group Training, Private Music Lessons, Contemporary Dance Forms, Space and Character Acting.

3. Creative Process/Imagination - Creative Process/Imagination offers a wide range of activities focused on sources of creative process and performance including: Creative Dance Practice, Contact Improvisation Jams, Jazz Ensembles, Gestural Theater, Works-In-Progress, Faculty & Student Arts Concerts, and World Music & Dance Concerts.

4. Senior Projects/Independent Projects - Projects integrate the learning that takes place in the InterArts Studies program and are guided by faculty advisors. Students with an emphasis in Music produce a recital while students in Theater, Dance, or Interdisciplinary Studies produce a performance work or create individual projects in the local community.

5. Guest Artists - Guest Faculty are known for their dedication and commitment as teachers and their innovation as artists and performers. Close contact with faculty of the interArts is available within an environment that furthers creative process is central to these workshops. Courses are offered during the year-round and summer program and have included: Visita A The Creative Process, Utah Inter-Generational Performance, Music, Music, & Performance.

6. History and Contexts of Art - Courses examine the theories and practices of contemporary artists in music, theater, visual arts, and dance through consideration of the careers of individual artists and movements. Video and audio excerpts in combination with readings from recent performance criticism introduce theoretical and historical contexts within which the artist's work may be viewed. Class discussions are conducted on the dialogue between theory and practice with a special emphasis on developing a vocabulary for defining the creative process.

7. Technical Production - Courses that use improvisational space, light, and sound studies to develop an understanding of the basic principles of theater design and its potential to render creative work more powerful in performance. Emphasis is placed on the effective use of artistic ideas and the development of a language for collaboration. Students are trained in the risks of lighting or set design, producer, stage manager, master electrician or sound operator for a production within the term.

8. Performance/Process - InterArts Studies offers a wide range of activities focused on sources of creative process and performance including: Creative Dance Practice, Contact Improvisation Jams, Jazz Ensembles, Gestural Theater, Works-In-Progress, Faculty & Student Arts Concerts, and World Music & Dance Concerts.

9. Senior Projects/Independent Projects - Projects integrate the learning that takes place in the InterArts Studies program and are guided by faculty advisors. Students with an emphasis in Music produce a recital while students in Theater, Dance, or Interdisciplinary Studies produce a performance work or create individual projects in the local community.

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 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 improvisation-based theater technique and, as such, the training is relevant to those interested in the fields of art therapy, 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-integration and as a vehicle for compassionate understanding and communal alignment.

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

A sequence in Buddhist philosophy/psychology is recommended for the B.A. in Theater Studies. Meditation Practice (MSTP050) to study the nature of mind, can also satisfy three credits of the Institute’s contemporary requirement for B.A. students. Buddhist Psychology and Meditation (PSTP105) introduces the traditional Indian Buddhist teachings and energy as a guide for understanding emotional styles and character development. Space Awareness/Soul Expressions (MSTP120) develops this ground by presenting the Mudra Space Awareness work of Chogyam Trungpa Rinpoche, which he designed expressly 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 as an aspect of their theater.

For admission requirements, see pg. 13.
LAB ACTING 1 FACULTY
The last day of any acting class is a celebration of the work done throughout the term. All students get a chance to showcase the work they have done throughout the term, and the faculty members give them feedback on their progress. The final project is a performance piece, usually a play or a monologue, which the students have written and performed. The final project is a culmination of the skills and techniques that have been taught in the class, and it is a way for the students to demonstrate their understanding of the material. The final project is also a way for the faculty members to assess the students' progress and provide feedback on their strengths and weaknesses. The final project is typically presented in a final dress rehearsal and a final performance for the students and their families.
InterArts Studies: Dance/Movement Studies

Description of the Concentration

B.A. and Certificate degrees are awarded in InterArts Studies: Dance/Movement Studies with a concentration in Dance or Dance Therapy.

The Dance concentration serves a community of young artists creating and performing new dance with input from guest artists and with study in the fields of Traditional Eastern Arts, Theater, Music, technical production, and contests/critical skills.

The Dance Therapy concentration enhances students in a well-rounded dance program in preparation for entrance into the MA Dance Therapy program. Additional courses offer an introduction to the theories and practices of Dance Therapy. Psychology and various Expressive Arts studies serves as a minor concentration.

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

Within each concentration, the program consists of five major areas:
1) Awareness Practice including Traditional Eastern Arts, Contemporary Dance Practice & Movement
2) Contemporary Dance Forms including non-Western forms and Contact Improvisation
3) Body/Mind Centering
4) History/Concepts and Critical Studies
5) Specialized one of the following: a) Dance concentration: Creative Process and Performance; b) Dance Therapy concentration: Movement as a Healing Process

Full-Time Faculty: Diane Butter (Chair), Barbara Diiley.

Part-Time Faculty: Susan Apostolov, Janice Beard Ball, Christine Caiswell, Margaret Isern, Andrea Cariou, Carol McDowell, Nanci McGuire, Mary McHenry, Polly Molyer, J. Mathew Turchini.

For admission requirements, see pg. 13.

<table>
<thead>
<tr>
<th>Dance/Movement Studies</th>
<th>Dance Concentration Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year - Fall</strong></td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td></td>
</tr>
<tr>
<td>Contemporary Dance Forms</td>
<td>3</td>
</tr>
<tr>
<td>Body/Mind Centering I</td>
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<td>History &amp; Contexts</td>
<td>3</td>
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<tr>
<td>Technical Production</td>
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<tr>
<td>Creative Process/Improv</td>
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<td>Body/Mind Centering II</td>
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<td><strong>Second Year - Fall</strong></td>
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<td><strong>TOTAL</strong></td>
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</table>

* 3 credits per semester of Contemporary Dance Forms is highly recommended.

Note: It is strongly recommended that students attend at least one Summer Program during their course of study.

Total Credits in Dance Track: 30 credits
Credits in minor Discipline: 0 credits
Awards and Scholarship: 0 credits
Electives: 9 credits

Total credits: 60 credits

**Dance/Movement Studies: Dance Therapy Concentration Requirements**

<table>
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<tr>
<th><strong>First Year - Fall</strong></th>
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<tr>
<td>History &amp; Contexts</td>
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<td><strong>TOTAL</strong></td>
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<tr>
<td><strong>Spring</strong></td>
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</tr>
<tr>
<td>Contemporary Dance Forms</td>
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</tr>
<tr>
<td>Creative Process/Improvisation</td>
<td>3</td>
</tr>
<tr>
<td>Body/Mind Centering II</td>
<td>3</td>
</tr>
<tr>
<td>Dance Therapy II</td>
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<tr>
<td>Dance Therapy Group</td>
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**Second Year - Fall**

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**Spring**

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<td>Contemporary Dance Forms</td>
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<tr>
<td>Body/Mind Centering II</td>
<td>3</td>
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<td>History &amp; Contexts</td>
<td>2</td>
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<tr>
<td>Dance Therapy II</td>
<td>1.5</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>10</td>
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</tbody>
</table>

* 3 credits per semester of Contemporary Dance Forms is highly recommended or may be achieved by students in Contact Improvisation or Dance Therapy.

Total in Dance Therapy concentration: 36 credits
Required Psychology Minor: 9 credits
Awards and Scholarship: 4 credits
Electives: 16 credits

Total Credits in B.A. Program: 60 credits

**Certificate Program Requirements**

<table>
<thead>
<tr>
<th>Date</th>
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<tr>
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<td>Spring</td>
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<table>
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<tr>
<th>Date</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Fall</td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td>3</td>
</tr>
</tbody>
</table>

**Requirements for Certificate Program in Pre-M.A. Dance Therapy**

This two-semester, 3-credit program is designed to prepare students who already have Bachelor degrees and extensive movement background for entrance into a Master of Arts program in Dance Therapy. The curriculum is drawn from the dance and movement studies courses listed for the B.A. and Certificate programs above and, within this, is tailored to the individual student's background. It is an undergraduate program that satisfies prerequisites for graduate-level study set by the American Dance Therapy Association. See Dance Therapy M.A. description for a list of prerequisites for the M.A. program.

Note: For the Pre-M.A. Dance Therapy Certificate, only another movement practice, such as Contact Improvisation, Dance of West Africa, or Dance of Haiti, can be substituted for Contemporary Dance Forms during one semester.

**Certificate Program Requirements**

<table>
<thead>
<tr>
<th>Date</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Fall</td>
<td>3</td>
</tr>
<tr>
<td>Spring</td>
<td>3</td>
</tr>
</tbody>
</table>

**Requirements for Dance/Movement Studies: Dance Therapy Concentration**

The Certificate program is designed to provide an introductory and well-rounded preparation for dance therapy and can be adapted to meet the entrance requirements for an M.A. program, though it is not specifically designed for this purpose. (See also the Pre-M.A. Dance Therapy Certificate program description on next column.)
Courses

Fall

BEGINNING MOVEMENT STUDY

This course is recommended for students from various disciplines to explore the study of movement. Each class begins with basic warm-up skills, alignment, warm-up, and strength building exercises. Work in improvisational structures and learning movement process emphasizes the development of individual presence and awareness of the dynamics in an ensemble. This course is open to students with no prior dance background or experience. 2 credit hours. MD316

CONTEMPORARY DANCE FOUNDATIONS

DIANE BUTLER and FACULTY

Contemporary Dance Foundations provides a basis for movement exploration through combinations of technical and improvisational investigations. Dance is based on contemporary dance traditions, individ-
ual alignment work, and integration of improvisational structures as a means of exploring one's personal movement vocabulary. This course is open to students with prior dance technique. 3 credit hours. MD301

CONTEMPORARY DANCE FORMS II

DIANE BUTLER and CAROL MCDOWELL

"The best dancers are translificlent, you can see right through them," said James Dean. Explorations in movement and dance during this century have produced, with a rich heritage of dance forms from the modern and post-modern dance eras.

Bicultural perspectives of contemporary dance forms as a way of knowing the body and its relationship to space and time. Through a daily practice of these forms, attention is given to the creative process, body awareness, movement phrasing, articulation and the process of making movement. The course aims to bring each student to their widest range of physical and emotional experience. This course is recommended for intermediate/advanced students. 3 credit hours. MD203

CONTACT IMPROVISATION

AGNIESKA LASEWICZ

Contact improvisation is the spontaneous dance of two or more people moving together, while maintaining a physical connection and releasing into the flow of natural movement. The class follows a general progression of contact improvisation skills, such as rolling, falling, tanding and giving weight, playing with momentum and gravity, discovering levels and spaces between and exploring different depths and textures of touch. Through making contact, building trust in oneself and feeling the giving and receiving, we develop these skills in individual, partner and group dance. Both beginner and more experienced contact improvisers are welcome. Class meets once a week and a weekly practice session is required. 2 credit hours. MD304

CREATIVE PROCESS/COMPOSITION

DIANE BUTLER, BARBARA OULLY, and MARK MILLER

This course offers interdisciplinary perspectives on the generation of material for performance work. Students are encouraged to experiment with the full range of artistic expression including movement, text, music, costume, sets, and environment. Experiments are based on individual and collaborative activities. This course is continued by IterArts Faculty. 2 credit hours. J4310

CREATIVE PROCESS/GUEST ARTIST

SALLY KAHN

Guest Faculty are known for their dedication and commitment as teachers and their innovation as artists and performers. Coda is an environment that further furthers creative process is centered on these workshops.

Courses are offered during the year-round summer program and include: Voice and the Creative Process, Butoh/Linear/Generative Performance, Mask Making & Performance. 2 credit hours. J4420

BODI MIND CENTERING & FOUNDATIONS: AND ANATOMY

SUZAN APPOHAYAN

The focus of this course is on basic patterns of movement. We experience our own patterns in a very direct way, and discover means to further develop and transform movement patterns, both in ourselves and in others. The vehicle for this study is body-mind centered, an approach to movement rediscovery and analysis developed by Bonnie Bainbridge Cohen. The course includes a detailed study of early motor development as well as beginning an exploration of movement patterns and the principles of functional anatomy and movement development. 3 credit hours. MD350

CONTEMPORARY MOVEMENT PRACTICE: MEDITATION AND CREATIVE PROCESS

BARBARA DILLEY

Contemporary Dance Practice joins the disciplines of sitting meditation with improvisation practices from the contemporary dance and performance art traditions. By working closely with the experience of awareness of ourselves in the moment, the energy system is synchronized with mind and body.

Sessions include sitting meditation, personal warm-up, improvisation, discussion, open space and group discussions. Participants are invited to continue the practice throughout the semester. 5 credit hours. J4425

DANCE BALI

SUKI LABAHIAN

This introduction to Balinese classical dance forms is offered to both male and female dancers. Emphasis is on basic technique and understanding of structure and movement. Study is focused on movement and the principles of movement in the World Music and Dance Concerts. Some previous dance experience is required. 2 credit hours. MD385

TECHNICAL PRODUCTION

LIGHTING, SPACE AND SOUND: DESIGN, A PERFORMANCE ENVIRONMENT

CAROL MCDOWELL

All space is controlled by an idea of that space. —Peter Brook

Just as our ideas are framed by personal values, so is the theatrical experience framed by our choices of space, light, and sound. Conscious selection of these design elements renders creative work powerful and effective. Within a series of improvised space, light, and sound studies class members discover and develop their own personal principles of theatre design and its relationship to performance. Emphasis is given to the effective and ethical use of design ideas and the development of a language for collaboration. Each student's final project will consist of a light and set design for a work in the Student Arts Concert or fitting the role of producer, stage manager, master electrician or sound operator for a production within the term. 1 credit hour. J4499

SPRING

CONTEMPORARY DANCE FORMS I & II: Creation of Contemporary Dance Form I & II. Foundations. (See description under Fall course. 3 credit hours. MD202-305

CREATIVE PROCESS/IMPROVISATION

BART MAUVE, LEE WELCHER, and MARK MILLER

Improvisation focuses on cultivating awareness and its role in the creative expression. Class work includes a variety of improvisational warm-up, vocalization, and exploration of improvisation in solo and group forms. The course investigates the generative and transformative power of the creative process and a balance of structure and spontaneity. 2 credit hours. J4425

CONTEMPORARY MOVEMENT PRACTICE: MEDITATION AND CREATIVE PROCESS

BARBARA DILLEY

(See description under Fall course) 5 credit hours. J4425

HISTORY AND CONTEXTS OF CONTEMPORARY ARTS

DIANE BUTLER

This course examines the theories and practices of contemporary artists in music, theatre, visual arts, and dance through consideration of the careers of individual artists and movements. Video and audio excerpts in combination with readings from recent performance criticism introduce theoretical and historical contexts within which the artist's work may be viewed. Class discussions concentrate on the dialogue between theory and practice with a special emphasis on developing a vocabulary for defining the creative process. 2 credit hours. J4440

NEW REPERTOIRE: PERFORMANCE PROJECT

CAROL MCDOWELL

See course description under Fall. 2 credit hours. MD206

SENIOR PROJECTS

INTERNARTS FACULTY

This course allows students to produce a final project that is the culmination of their primary interests, personal assets and artistic experiences, and their development. A final critique for the project is held. 1 credit hour. J4490

DANCE THERAPY GROUP

DIANE BUTLER

This group is open to anyone who is interested in exploring the connection between dance and personal growth. The group focuses on the experience of self and other on the movement process of group. 1.5 credit hours. J4040

DANCE THERAPY IV

DIANE BUTLER

This group is open to anyone who is interested in exploring the connection between dance and personal growth. The group focuses on the experience of self and other on the movement process of group. 1.5 credit hours. J4040

DANCE THERAPY III

DIANE BUTLER

This group is open to anyone who is interested in exploring the connection between dance and personal growth. The group focuses on the experience of self and other on the movement process of group. 1.5 credit hours. J4040
InterArts Studies: Music

Description of the Concentration

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

Music theory courses are created in a practical way to 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 tie the student’s creativity by developing a sense of the world’s musical heritage.

The Naropa Institute offers private music lessons designed to develop instrumental proficiency, as well as ensemble performance classes in various forms of improvised and scored music.

For admission requirements, see pg. 13.

Requirements for InterArts Studies: B.A. Music

<table>
<thead>
<tr>
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<th>Credits</th>
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<td>Music Courses</td>
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<tr>
<td>Music Appreciation</td>
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</tr>
<tr>
<td>Contemporary Ear Training I</td>
<td>6</td>
</tr>
<tr>
<td>Internship in Recording Studio</td>
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<tr>
<td>Private Lessons</td>
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<td>Electives</td>
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Note: Out-of-residence coursework (private music lessons and small ensembles) is accepted up to a maximum of 12 credits.

Recommended Electives

Music:
- Private Lessons, Ensemble, Jazz Ensemble, Chamber Ensemble
- Improvisation, Guitar, Voice and Sound
- World Music, Dance/Movement, Body-Mind Centering
- Aural Training, Percussion, Composition

Requirements for the Certificate Program in Music

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
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Full-Time Faculty: Bill Douglas, Mark Miller
Part-Time Faculty: Chris Zorn, Art Lanced (contemporary study), Nada Lasarew, Khali Doug Young.

Courses

**Fall**

**MUSICIANSHIP I**

BILL DOUGLAS

Intensive music training sessions involving five-sighted, musical, rhythmic, and percussive exercises (using rhythms from India, Africa, Brazil, and Cuba, jazz, rock, and contemporary classical music) and the study of harmony as used in classical, jazz, and pop music. Prerequisite: Knowledge of basic music theory. 3 credit hours. MU100

**MUSIC APPRECIATION**

BILL DOUGLAS

During this course, we open to the richness and power of music’s intellectual forces. We concentrate on the development of Western classical music and the history of jazz, but also to the music of Brazil, India, Cuba, and other countries. Each student receives eight cases of highlights from the history of music. 3 credit hours. MU101

**CONTEMPORARY EAR TRAINING I**

MARI MILLER

Through games, drills, singing, and playing, we explore the mind, awareness, precision, flexibility, and ear training abilities. Students explore include rhythm, melody, and harmony aspects. The course is open to all instruments at any level of experience. 3 credit hours. MU130

**IMPROVISATION I**

MARI MILLER

Beginning with the music and working with graduates of major composition techniques, students explore various realms of individual and group improvisation. Through the use of games, exercises, and simple composition, each student is encouraged to explore his or her musical identity. In this class, we will learn by doing. The class is open to all instruments at any level of experience. 3 credit hours. MU138

**CONTEMPORARY EAR TRAINING III**

MARI MILLER

1 credit hour. MU140

**WORLD DRUMMING WORKSHOP**

Bill Douglas

Students explore the complex rhythms and songs of West Africa, Mali, and Cuba using bell drums, bongos, shakers and other percussion instruments indigenous to these cultures. The hand-off class is open to everyone and concludes a performance at the end of the term. 2 credit hours. MU150

**BAUNESIEN GAMELAN ENSEMBLE I**

MADE LASMIWANA

This course provides an introduction to the traditional music of Bali using the Naropa Institute’s own gamelan orchestra. Gamelan is a musical form dominated by percussion instruments such as gongs, xylophones, drums and cymbals, and is often used to accompany dances, theater or puppetry. 2 credit hours. MU160

**PRIVATE MUSIC LESSONS**

Faculty

Music lessons are conducted in the faculty and private group. Prerequisite: Private lessons in the equivalent. 3 credit hours. MU165

**Spring**

**MUSICIANSHIP II**

BILL DOUGLAS

A continuation of Musicianship I. Prerequisite: Musicianship I or equivalent. 3 credit hours. MU170

**MUSICIANSHIP III**

BILL DOUGLAS

A continuation of Musicianship II. Prerequisite: Musicianship II or equivalent. 3 credit hours. MU210

**ECLECTIC ENSEMBLE**

KAHUZI DOUG YOUNG

An improvisational ensemble open to the music of any discipline including jazz, world music, and students’ compositions. It is open to any ensemble with the willingness to explore issues and aesthetics. 1.5 credit hours. MU170

**JAZZ ENSEMBLE**

KAHUZI DOUG YOUNG

An ensemble to rehearse and perform work representative of the jazz tradition from the early jazz of the 1920’s to music of the present, including students’ compositions. Students develop improvisational skills by studying the harmonic, melodic, and rhythmic devices of the broad range of music. 3 credit hours. MU170

**CONTEMPORARY EAR TRAINING II**

MARI MILLER

A continuation of Contemporary Ear Training I. Prerequisite: Contemporary Ear Training I and permission of the instructor. 3 credit hours. MU180

INTRODUCTION TO THE RECORDING STUDIO

Faculty

This course studies the production and composition of music in the four- and eight-track recording studio. Recording, mixing, and sound synthesis are studied in both the practical production of audio and the preliminary stage of production. 3 credit hours. MU190

LISTENING TO JAZZ

MARK MILLER

Open to all students, this course explores the multiform tradition of African American music in the twentieth century including jazz, blues and related forms. By listening to recorded examples and live music, the historical, formal, and improvisational elements of this rich tradition are examined. 2 credit hours. MU192

BAUNESIEN GAMELAN ENSEMBLE II

MADE LASMIWANA

(See Fall—course listing.) 1.5 credit hours. MU195

THE MUSIC OF AFRICA

ROBERT MILLER

Private music lessons (See Fall—course listings.) 1.5 to 3 credit hours. MU198

PRIVATE MUSIC LESSONS

Faculty

1.5 credit hours. MU194

INTRODUCTION TO THE RECORDING STUDIO

Faculty

This course studies the production and composition of music in the four- and eight-track recording studio. Recording, mixing, and sound synthesis are explored as a producer’s tools. Group and individual projects give the students hands-on experience to produce their own music. 3 credit hours. MU190
Traditional Eastern Arts

Program Description

The Traditional Eastern Arts B.A. emphasizes the transmission of traditional practices, handed down from generation to generation, in some cases, since ancient times—from various cultural contexts. The courses within the Traditional Eastern Arts program teach the development and use of internal energy while providing the space and training for the integration of body, mind, and spirit. The program’s focus is on discipline and practice. Our intention for the student majoring in Traditional Eastern Arts is to provide a grounding in sitting meditation as well as the opportunity for in-depth study of one of the core mindfulness awareness disciplines. The core disciplines in the program are Tai-chi Ch’uan, Akido in Yoga. Throughout the two years of practicing the core discipline the student is encouraged to bring the essence of that discipline into alignment with other aspects of life such as physical health, creative expression, and being a member of the larger community. This is what we call wanting to embody a contemplative way of life. Although we do expect mastery at the B.A. level, this program trains and encourages students to develop practice and discipline as a way of life.

For admission requirements, see pg. 13.

The ground of study in the Traditional Eastern Arts Program is sitting meditation, which is required in the 1st and 2nd semesters. While taking Meditation Prerequisites, or Buddhist Meditation Prerequisites (for Buddhist Meditation Prerequisites) the student learns the basic principles of sitting meditation (6 credits).

Explorations into the Philosophy of Meditative Movement is a required course for students majoring in the Traditional Eastern Arts in their first semester. The course explores sitting meditation, Tai-chi Ch’uan, Yoga, Akido, and Zen. Akido and students learn about the philosophy of each and how they translate (2 credits).

The Senior Colloquium is required in the fourth semester. This class is a process course and requires writing a journal which addresses how the student connects practice of discipline to experience in life and how the process is learning to embody the contemplative way of life. The class involves preparation of a senior project (1 credit).

The Traditional Eastern Arts student will choose three credits in the 24-credit major from academic courses relevant to the major: awareness discipline, or from courses relevant to sitting meditation practice. This includes such courses as: The Philosophy of China and Japan, Zen Buddhism or Hinduism.

Traditional Eastern Arts practices currently offered at the Institute include: Tai-chi Ch’uan, Akido, Yoga, Sufi Body Meditation, and others. Out of residence courses that may be taken for institute credit include Kyudo, Zen Buddhist Yoga, Tea Ceremony and Iyengar yoga. In addition to the B.A. major, courses taken in the Traditional Eastern Arts Department may be taken to fulfill the student’s general elective, minor, or other major course of requirements.

Full-Time Faculty: Baima Felgari, Jane Felgari, Parc-Fone: Yen, Shihobu Sensei and instructors of Ryuho Kukash, Shurei Kiku Sensei, Hironi Werner Sensei, Jude Wib, Raul Cifuentes, Darrell Howard, Bid Scholfield.

Sitting Meditation

Sitting meditation develops a "here and now awareness": in working with oneself, the student has the opportunity to settle into the practice of sitting meditation, begins to develop awareness, "mind" toward self and others, and begins to understand life and its traditions in the context of sacred world.

Tai-chi Ch’uan

Tai-chi Ch’uan is a Chinese martial art and its purpose is to cultivate self-awareness. It is an ancient Chinese exercise consisting of slow, relaxed movements for the body. For the body, it is an exercise. For the mind, it is a study in concentration, will power, and meditation. It is a synthesis of preventive and curative system of Chinese medicine and the "Supramental Ultimate" martial art.

The exercise consists of 37 movements which are performed in slow, continuous sequence. They emphasize complete relaxation, accuracy of motion, and natural breathing. As the body is given a chance to relax within the sequence, one becomes aware that life can be lived and work accomplished with less effort. The concept of chi, the intrinsic energy which animates all living phenomena, plays a central role in the training. Tension and stress is used as a manner of training; the purpose of Tai-chi Ch’uan as an exercise is to restore the normal flow of chi by discharging this tension. When practiced regularly, it can produce improvements in our mental, physical and emotional health.

The short form, Yang Style, of Bao Ruan Master Cheng Man-Ching is taught.

Akido

If your heart is large enough to enliven your adversaries, you can see right through them and avoid their attacks. And once you envelop them, you will be able to guide them along a path indicated to you by heaven and earth.

Senior, Morichi Uyehara, Akido Founder.

Aikido wisdom and skills are developed through lively partner practice. On the mat we engage with varied attacks and defenses in order to learn to become calm, centered and receptive during intense encounters. Whole body training takes place through watching, listening, feeling and doing. Akido is not verbish philosophy, but is philosophical and is grounded on the belief that one cannot achieve a state of being without fulfilling the spirit from which it came. We practice Akido not because we are naive about it, but rather to develop others that we can rely on throughout our own lives.

Yoga

Yoga chita until sarvata. Yoga is the sitting of the whispering of the mind.

Parvati Shum
要求

中国的传统文化

课程

课程列表

第一部分：传统东方艺术

1. 初级课程：民族舞蹈
   授课教师：李华
   时间：每周五下午4-6
   课程内容：介绍中国民族舞蹈的基本知识和技巧。

2. 民族乐器演奏
   授课教师：张三
   时间：每周日晚上7-9
   课程内容：学习中国传统乐器的演奏。

3. 中国书法
   授课教师：王五
   时间：每周日晚上7-9
   课程内容：学习中国书法的基本技巧和历史。

第二部分：现代艺术

1. 现代舞蹈
   授课教师：赵六
   时间：每周日晚上7-9
   课程内容：学习现代舞蹈的编排和表演。

2. 现代音乐
   授课教师：钱七
   时间：每周日晚上7-9
   课程内容：学习现代音乐的基本知识和技巧。

3. 艺术欣赏
   授课教师：孙八
   时间：每周日晚上7-9
   课程内容：学习艺术作品的欣赏和分析。

注：所有课程均为基础班，适合初学者。
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 scholarly disciplines of history, religions, and from a commitment to presenting traditions from perspectives sympathetic with the living religious communities themselves. This approach honors the distinctive views of the great religions and pracitices within many of the world’s great religions.

The Religious Studies course offerings are in the following areas:

1) Examination of major contemporary approaches to the study of religious systems
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, and Advanced study courses in Buddhism)
4) Course offerings in meditative disciplines, such as sitting practice and Transcendental Meditation
5) Additional specialty areas, drawn from departmental advanced study (Tibetan and Sanskrit language, Engaged Buddhism)

For admission requirements, see pg. 19.

Three-Year B.A.M.A.

For students interested in entering this program, the Department offers a three-year B.A.M.A. program, available to undergraduate students with 30 semester credits prior to enrolling at the institute. In the program, students may begin the coursework for the B.A. or M.A. degree after completing the coursework for the B.A. degree, subject to completing the two-year residency requirement for the B.A. degree. 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 abroad practice programs in Bari and in Nepal, available as an option for A.A. Religious Studies credit. These programs provide the rich connection between religion and culture in traditional societies, and the experiential and experiential dimensions of education. Participation in these programs by written only.

Requirements for the B.A. in Religious Studies Credits

Introduction to Religion
Mediation Practice I

One or more three-credit courses in each of the following areas: Buddhist Studies, Psychology and Religion, Meditation Practice, Transcendental Meditation, Contemplative Disciplines, Tibetan or Sanskrit Language, Comparative Asian Studies.

TOTAL

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

Faculty: Reginald Ray (Chair), Judith Stimmer-Green (Co-Chair), Van Diggler (Assistant), Sarah Harding, Rebbi Zalman Schachter

Courses

Fall
NIKAYA BUDDHISM
JUDITH SIMMER-BROWN

CONTEMPORARY JUDAISM: THE KNOWING HEART
RABBI MURCHEL TIMBERLY

The course is a contemplative study of the Jewish religion, based on the work of Rabbi Zalman Schachter. The Rabbis' unique approach to Jewish philosophy and Rabbinic traditions was the world to be studied in the course. 3 credit hours. BC-405000

MEDITATION PRACTICUM I
DARL ASHBY

During the course, students are introduced to meditation practices. Topics include the foundations of practice in Tibetan shamatha meditations. The course format includes talks, discussions, weekly or daily meetings with meditation instructors and daily meditation practice. 3 credit hours. BC-505000

TIBETAN I
AVI HEFL"Y

During this class, students develop a foundation in classical Tibetan language by learning to read signs and to transcribe simple Buddhist texts. The first semester focuses on the alphabet, spelling, correct pronunciation, hancwriting, grammar, and memorizing short chants. In the second semester students read and learn to chant an entire short chanted text and expand the vocabulary. The course covers the year students use a mandala approach of developing a new word, word, and written skills to produce an overall knowledge of the language. Students should expect to study at least six hours a week outside of class. 4 credit hours. BC-505000

CRAZY WISDOM AND DIVINE MADNESS CONFERENCE
3 credit hours. BC-505000

The Buddha Nature School: The Uttaratantra
SARAH HIRSCHE

The Buddha-nature or Tathagatagarbha school is best introduced through study of the important Indian texts, the Uttaratantra, and its commentary by Asanga. This text contains the enlightenment of all beings and the importance of meditation practice and the penetrating insight to uncover this enlightenment. To follow this text and its commentary in the context of this program, 3 credit hours. BS-405000
TIBETAN II
ANU HELM
Continuation of Tibet II. 4 credit hours. BS151

MANGHYAMKOKYACARA
VEN. DZOGKON POMROY, RINPOCHE
The Mahayana Buddhist teachings on emptiness, skilfully pointed out that the nature of reality is beyond conceptual mind or any other reference point. Shakyamuni Buddha, an Important Seventh Century Mahayana master, demonstrated the vision of the Buddha in his compassion instruction which lead the student through the labyrinth of concepts to its boundless point of view space. This course is a traditional four-month Phelchung's ninth chapter of the Guide to the Bodhisattva's Way of Life the Bodhisattva's Way of Life the shortest and most introvert and lofty. Rinpoches take the text in line by line with lots of examples, contemporary commentary and fresh perspective. Presenters: Khyentse Rinpoche, Bhum. Buddhism or its equivalent, or permission from the instructor. 3 credit hours. BS151

INTRODUCTION TO PHILOSOPHY
FACULTY 2 credit hours.

INTRODUCTION TO CONTEMPORARY RELIGION
JUDITH SIMMER-BROWN
This course introduces the study of religion and its stories. Although the workshop is presented by a rabbi, the work is interdisciplinary and intergenerational. It is especially appropriate for students who want to enhance their skills in working with elders and families. 1 credit option. BSST217/85

CONTEMPORARY RELIGIONS OF CHINA AND JAPAN
STEVEN HALLER
An introduction to the Taoist and Confucian contemporary traditions. 4 credit hours. BS151

THERAVIDA VIPASSANA WEEKEND
RICKY SHIN
When we practice the mindfulness meditation, we discover the exquisite ordinariness of the movement of breath, of sensation of our bodies up until the end, and the mindfulness of our mind and emotions. This intense weekend introduces insight meditation, "Vipassana," from the Theravada Buddhist tradition of South-east Asia. Rodney Smith teaches mindfulness practice sitting, walking, and daily life through short talks, guided meditations, and the practice of the " Noble Silence." 1 credit option. WS601S1651

Buddhism in Tibet
JUDITH SIMMER-BROWN
This course tracks the development of Buddhism in Tibet, principally during the first and second spreading of Buddhism, within the geographical and historical context of Tibet. Buddhists were involved. Attention is given to the role of the Dalai Lama, and the influence of political and social factors in this process. 3 credit hours. BS201

TIBETAN II
VEN. GIZAG KONSTWUL, RINPOCHE
Reading and classical practice sessions. Tibetan: Tsarabko, Tibetan L1 and M. 4 credit hours. BS151

SANSKRIT IV
REGINALD RAY AND ANDREW SCHELLING
Continuation of Sanskrit III. 4 credit hours. BS151

M.A. SEMINAR:
MATHEW STALLBONDBUSTWeek...
Visual Arts B.A.

Program Description

Spontaneous appreciation and critical eye are the ground for exploring creativity in the visual arts. The integration of form, tradition, creative investigation and spontaneity through critical intellect, a skillful use of materials and appreciation of our work are the foundations of the Visual Arts program at the Naropa Institute. Personal expression of this creativity is developed in studio and academic courses that offer training in artist disciplines of Western and Eastern traditions.

For admission requirements, see pg. 13.

The two-year B.A. Visual Arts curriculum includes courses that explore the creative process and artistic expression as well as their resultant socio-environmental impact. Studio classes are offered in drawing, watercolor, figure drawing, painting, color theory, Japanese brush strokes, the sacred geometry of Tibetan Thangka painting, calligraphy and book arts, and sculpture. These are complemented by courses surveying Western and Eastern art history and classes exploring the creative process. The year culminates in a portfolio presentation and an exhibition of students' art in the Naropa Gallery, which draws visitors from the Boulder community.

Throughout the two-year program, students receive mediation instruction from faculty members.

Enriching the year-round curriculum, Naropa Institute's Summer Program offers additional courses in the visual arts.

Summer guest faculty include prominent artists in their fields, such as Professor Shou-Cheng Zhang, Barbara Bash, Robert Venosa, Masumi Goto, Glen Eddy, Wladimir Andrejev and many others.

Course Descriptions

Requirements for the B.A. in Visual Arts

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<table>
<thead>
<tr>
<th>Requirements for the B.A. in Visual Arts</th>
<th>Credits</th>
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<tbody>
<tr>
<td>The Contemplative Artist</td>
<td>3</td>
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<tr>
<td>Color Theory</td>
<td>3</td>
</tr>
<tr>
<td>Western Art History</td>
<td>2</td>
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<tr>
<td>Eastern Art History</td>
<td>2</td>
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<tr>
<td>Portfolio &amp; Gallery Presentation</td>
<td>1</td>
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<tr>
<td>Total</td>
<td>11</td>
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Choice of one studio class in a Western discipline:
- Basic Drawing (3 credits)
- Watercolor (3 credits)
- Painting (3 credits)
- Figure Drawing (3 credits)

Choice of one studio class in an Eastern Discipline:
- Thangka Painting (1.5 credits)
- Brush Stroke (1.5 credits)

Additional Electives:
- Basic Drawing II (3 credits)
- Painting I (3 credits)
- Calligraphy & New Arts (2 credits)
- Sculpture (2 credits)
- Line as Figure, Line as Motion (2 credits)
- Art and Environment (2 credits)

Total credits required in major: 12

Students may fulfill general electives required for the B.A. degree by taking additional electives in Visual Arts.

BRUSH STROKE I

BRUSH STROKE II

COURSE DESCRIPTIONS

Fell

Calligraphy & Book Arts

Laurie Doctor

In this class we study an alphabet in its historical and contemporary form. The study of the letter forms with the broad-edged pen, brush, and other tools is complemented by design exercises to explore color, texture, and rhythm. Class exercises include traditional practice of forms as well as more expressive techniques conducive to the creative process. We also compile a Japanese-bound journal. 1.5 credit hours. VAS06265

Contemplative Art

Joan Anderson and Cynthia Monu

Based on the premise that art begins in the quiet solitude of mind, this is an intensive, self-inquiry course investigating the nature of artistic expression. Primarily in a quiet studio using monets, meditation practice, and readings from both Western and Asian artists, students work in contemporary and past contexts, we explore the elements of creative process, artistic expression and contemplative practice. 3 credit hours. VAS06265

Basic Drawing

Robert Spellman

The studio class focuses on developing skills in drawing, techniques, methods and materials. Included is emphasis on the use of shapes, forms, tone, texture and composition. Focus varies from line to linear ideas, as we explore form, perspective, light, shade, and space. 3 credit hours. VAS06255

Thangka Painting & The Geometry of Sacred Figure

Cynthia Monu

This studio class is an introduction to painting Buddhist images in the Tibetan tradition. Using paint, brush, the fine drawing and dry painting techniques, we study the proportional forms of various figures, objects, trees, environments, and landscape. A portion of class time is given to the historical development of Tibetan Thangka Painting through slide lectures, broadening our understanding of the context within which this art form has developed. 3 credit hours. VAS02600

Color Theory

Cynthia Monu

Traditional study of color theory through related assignments, readings, and class projects using silkscreened color paper plates. Exercises help develop the understanding of color relationships through investigations of properties of warm and cool, color vibration, advancing and receding, transparency and opaqueness. During the second trimester of the course, the properties of color and light are approached through an introduction to the color wheel. The final trimester of the class involves color mixing with palettes from the primary, acquiring tints and shades. Class culminates with a final paper and art project specific to color, space, and relationship. 3 credit hours. VAS340

Spring
FIGURE DRAWING

MICHAEL ADJEMI

The structure of this course is established by centering concentration on the figurative motif. Class routine begins with gesture of warm-up drawing. Followed by instruction and specific exercises, ending with extended poses or poses relative to a particular figural study. Figure exercises are derived from an academic tradition to train the eye, as well as the hand. Included are: gesture poses; memory poses, action poses, contour, form blocking, linear and tonal modeling, studies of volume, weight and space, dark ground and chiaroscurous studies, space light studies, reversal drawing, negative space exercises, figural compositional issues, grading, environment integration, croping, and expressive forms, including stylization, distortion and abstraction of figural elements. 3 credit hours. VAI173

PAINTING I

MICHAEL NEWHALL

This course is a continuation of Painting I. 3 credit hours. VAI827

THANGKA PAINTING III

CYNTHIA MOUKI

The course of study is for advanced students of Thangka painting. Each student continues working on their composition began in Thangka Painting I. Further development of painting technique coincides with study and refinement of design both in linear and total. The making of prototypes for mounting finished paintings is also demonstrated. Recommended: VAI118. 6 credit hours. VAI1207

Painting I

MICHAEL NEWHALL

An exploration of methods of painting in oil, acrylics and related media. A foundation of materials and techniques will be established through instruction, demonstration and corresponding assignments and experiments. This includes the study and preparation of various supports and grounds, examination of pigments and their color properties, systems of color mixing, application tools, and brush techniques. Also included is a study of application methods such as underpainting, layering, glazing, wet-into-wet, impasto, mixed media and extension of media. 3 credit hours. VAI025222

ART AND ENVIRONMENT STAFF

Environment begins, centered in our mind from there to our community, our world. We explore the relationship between artists and society, primarily through studio exercises in two- and three-dimensional forms. 2 credit hours.

PORTFOLIO PRESENTATION & GALLERY EXHIBIT

(SENIOR PROJECT)

CYNTHIA MOUKI

This course prepares students for the presentation of their studio work in the Nanako Gallery. The course covers practical aspects of designing and assembling a portfolio, as well as installation, presentation, and the quality of work for exhibitions. 1 credit hour.

Workshops

KYTHANHS

CYNTHIA MOUKI

An all day thangka painting retreat for students of Thangka Painting I and II. This retreat is held once a semester, on a Saturday, by permission of instructor. No fee.

Courses Propos for Proposed for Future Academic Years

SCULPTURE

JOSHUA MULDER

This is a hands-on class working in acrylic clay medium. Students sculptец pieces in relief or full three-dimension. Individually or traditionally inspired. The basic elements of armature, proportion and design, mobile making and a variety of sculpting materials are demonstrated and explored. The opportunity is also available to work on the "Great Stupa of Chokhekaayik." A 10-foot monument presently under construction in northern Colorado. 2 credit hours. VAI470

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

The program took 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 his own. A conversion to Gertrud Stein's notion in that writing, one is always a beginner.

In 1986, when the Naropa Institute received accreditation, the Writing and Publishing Department was able to offer a B.F.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 origi- nal writing is complemented by scholarship, 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 classes intended to encourage and directly challenge students throughout their studies at Naropa Institute. Reading and writing, training and accompanying, scholarship and practice are viewed as complementary: the multifaceted nature of production 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 and appropriately shaped language.

Taste range from classical to contemporary experimental and cutting-edge documents. Writing includes both Western and Oriental modes of composition: haiku, canto- circa, settsu, short story, prose poem, criticism, film, photography, and formal metrics. Both oral and written work will be presented by students during their course of study.

Please see MFA catalogue description for further description of the annual Summer Writing Program, Project Outreac'h, Bombay Gin magazine, the Student Union for Ethnic Inclusion, and the Harry Smith Print Shop activities.

For admission requirements, see pg. 13.
Course of Study

Each semester the department will offer a rotation of literature and writing courses from which the student chooses two of one in literature and one hand-on writing seminar. The courses pursue four parallel areas of study: Classic Texts of World Literature, Modern and Contemporary Documents, Creative Composition, and Expository Studies. The student selects an eleven-track sequence in consultation with an adviser from the department. Outside track, which involves direct work in the local community (such U.S.A. living), is also available for hand-on teaching experience. Reading, research, theory, and the contemplative examination of the curriculum.

The summer courses offer a balanced practice of reading and writing. Students investigate the creative process that emerges when language swiftly and accurately expresses original perception. Each student will be assigned one major essay of personal work, which will be revised and a final draft presented for grading. The purpose is not to impress the professor, but to impress the student. Each essay will be read and graded by two faculty members, and a final grade will be assigned by the student's overall performance.

The Writing Practicum

Every one-on-one or writing practicum is open for B.A. students to participate. The practicum is a required course for all students who wish to major in any of the literature or writing departments. During the practicum, they will study with a diverse group of specialists in the field.

The Writing Practicum

The practicum can last one year or more and provide up to 12 hours of credit. The student will write a major essay of one to two thousand words and at least three shorter essays totaling 10 pages. The practicum is designed for students who have already completed an introduction to writing and literature. The practicum is intended for students who wish to develop their writing skills further, either for their own pleasure or for a career in writing. The practicum is offered on a credit/no-credit basis.

Manuscript

To receive the B.A. degree in Writing and Literature, each student presents a manuscript that reflects the nature of his or her course of study and writing. The manuscript includes both a creative and an academic component, and the student decides in privacy with a faculty member.

Summer Writing Program

The summer writing program is open to students who wish to improve their writing skills. The program provides a supportive environment for writers to develop their craft and to explore new forms of expression. The program is open to students of all levels, from beginners to advanced writers.

Spring

Creative Writing Course in Poetry or Prose

Literature

Writing Practicum: Guest Faculty

Summer Writing Program

Creative Writing in Poetry or Prose

Literature

Writing Practicum: Guest Faculty (optional 1 credit)

Second Year - Fall

Creative Writing in Poetry or Prose

Writing Literature

SUBTOTAL

Spring

Writing Literature

Writing Practicum

Writing Faculty

SUBTOTAL (optional 1 credit)

Total credits required in major: 26
Total credits in residence: 60

Creative Writing in Poetry or Prose

Literature

Writing Practicum: Guest Faculty

Literature

Writing Practicum: Guest Faculty (optional 1 credit)

Total credits required in major: 26
Total credits in residence: 60

BEATS AND OTHER

ALLEN GINSBERG, ANNE WILKINSON, AND OTHERS

Are the Beats a "Space Age" phenomenon? The Beats were a group of writers, artists, and musicians in the United States during the 1950s and 1960s who sought to break away from the traditional literary conventions of the time. The Beats were known for their innovative style of writing, which often included free verse, stream of consciousness, and non-linear narratives. They were also known for their use of drugs, such as marijuana and LSD, as well as their interest in Eastern philosophy and spirituality. The Beats were a significant cultural movement that had a lasting impact on American literature and culture.

Full-Time Faculty: Anne Waldman, Founder and Co-Chair, Andrew Schelling, Co-Chair, Basia Bulatowicz, Director of B.A. Program, Amy Hempel, Angela Verbeek, Rebecca Stinnett, Administrative Assistant.

Par-T-Time Faculty: Keith Ablow, Basia Bulatowicz, Anne Waldman, and others (see MPIA Guest Faculty for a complete list).

WEST COAST POETRY AND THE SAN FRANCISCO RENAISSANCE

ANDREW SHELLEY

The West Coast is a geographical region, sitting on the Pacific Rim more Native America and Asia than Europe. As a cultural region, it spans from Paris, far from washed New York, a land of diverse and rich cultures, and home to poets, authors, and artists. The San Francisco Renaissance was a significant literary movement that had a lasting impact on American literature and culture.

Full-Time Faculty: Anne Waldman, Founder and Co-Chair, Andrew Schelling, Co-Chair, Basia Bulatowicz, Director of B.A. Program, Amy Hempel, Angela Verbeek, Rebecca Stinnett, Administrative Assistant.

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LITERATURE CLASS

ANNE WILKINSON, 3 credits.

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LITERATURE CLASS

ANNE WILKINSON, 3 credits.

LITERATURE CLASS

ANNE WILKINSON, 3 credits.

MAKING IT NEW: CONTEMPORARY POETRY AND POETICS

ANNIE WILKINSON

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Par-T-Time Faculty: Keith Ablow, Basia Bulatowicz, Anne Waldman, and others (see MPIA Guest Faculty for a complete list).

LITERATURE CLASS

ANNE WILKINSON, 3 credits.

LITERATURE CLASS

ANNE WILKINSON, 3 credits.
THE GREEKS
ANDREI HOLLO

The poetry, philosophy, and drama of ancient Greece. A significant, if not always well-understood part of Western thinking, aesthetics, and politics for over two thousand years. Emphasis is placed on vitality and directness as we read translations of the primary texts of Homer, Archilochus, Sappho, Alcman, the comedians, and poets of the Greek archaic. The poetry and philosophy of classical Athens is compared to modern and contemporary U.S. and Latin American poets, including Christopher Isherwood, accounts of Homer, Robert Lowell's Deseaba, and Edward Sanders' Sappho and Cassandra. We also look at visual representations of Sappho's contemporaries and reconstructions of the sounds of the originals. 3 credit hours. 3979

THE REAL, THE SURREAL, AND THE METAREAL: READINGS IN AMERICAN POETRY
ANDREI HOLLO

A reading and discussion of the various ways of "looking at things" and their reflections in writing. William Carlos Williams said, "All ideas put things," he also said "Only the imagination is real." The Surrealists dove into the subconscious with Freud, Robert By wakas and tentacles with Jung. Based on texts by the imagists, the Objectivists, the Beats, the Black Mountain poets, the New York School, and various "post-modern." 3 credit hours. 3970

POETRY WORKSHOP
JACK COLOM

3 credit hours. 564

POETRY WORKSHOP
ANDREI HOLLO

This course is an exploration of poetic forms based on students' writing and materials provided by the instructor. These include poetry and selections of poetry, and we examine the works of both modern and contemporary authors. Course texts include The Teachers' and Writers' Handbook of Poetic Forms, edited by Ron Padgett and Fawcett American Poetry: A Norton Anthology, edited by Paul Hoover. 3 credit hours. 464

POETRY WORKSHOP
GUEST FACULTY

1 credit hour. 460

POETRY WORKSHOP
KEITH ABBOTT

3 credit hours. 466

POETRY WORKSHOP
A. S. F. E.

3 credit hours. 466

SHORT FORMS OF PROSE
KEITH ABBOTT

3 credit hours. 560/64/4

Courses Offered on a Rotating Basis

POETRIES AND CULTURES OF INDIA
ANDREI SCHULZ

India—larger, more ethnically diverse, more linguistically rich than Europe—is a subcontinent with a bewildering network of myth, mantra, theater, and poetry. Every poetic movement in India has signaled some huge rift in consciousness, and can be read in the context of politics, religion, and gender relations, as well as in the evident arenas of poetry. The poets range from genteel, refined men in a kedara's delight path of bards, to cultured scholar-poets, or even moving wondrously, existing. Despite India's current tough stance on the women's movement, there have been numerous fine women poets, though they are scarcely known in the Western world, and their poems and songs are widely recited in India to this day. This is mainly a corner class in cultural anthropology—you can't get to the poetry without steeping yourself in the culture. We'll do films, slides, music, incense and food—but torque the class around poetic texts and a few scholarly studies as the best available artifacts. 3 credit hours. 765

TENETH CENTURY
EUROPEAN POETS
ANDREI HOLLO

A reading and discussion of the important 20th Century poets from various European countries and languages (Apollinaire, Rilke, Mayakovsky, Neruda, Mikhalkin, Elsterian, Silvanian, Mahler, and others), with an emphasis on the poets featured in the Random House Book of Twentieth-Century French Poetry, edited by Paul Auster, which is required text. We'll discover and discuss cross-cultural influences by these writers and other American colleagues (from William Carlos Williams to Ron Padgett). 3 credit hours. 766
Interdisciplinary Studies B.A.

Program Description

The interdisciplinary Studies B.A. Program allows interested students to develop a curriculum that does not conform to currently offered majors. These students are inspired by the possibilities of combining various disciplines offered at the Institute and exploring the relationship among them. The Interdisciplinary Studies major may draw on elements from any of the Institute's major or minor departments.

Each student works closely with an advisor to select the first semester's curriculum and to prepare an initial contract by the end of that semester. The contract represents the student's understanding of his or her educational goals and is useful for guiding the student in his or her college work for how it will be realized. A summary of the first year's progress is made at the end of the second semester. At that time plans are made for the second year's curriculum, with particular emphasis on the development of the senior project. The senior project, which is the fruition of the twoyear course of study, may be a performance, lecture-demonstration or research paper with oral presentation, depending on the student's curriculum.

The interdisciplinary curriculum must include 40 credits of core work in direct support of the major, and must satisfy all other Institute B.A. requirements listed in the Academic Program in the subsection of the introduction to this catalog. An exception to this is the minor, which is waived for the Interdisciplinary Studies student. Students may not undertake a Certificate Program in Interdisciplinary Studies. Some recent examples of interdisciplinary majors include movement and poetry in performance, the vernacular roots of artistic expression, Buddhism and the healing arts, and mythic theater. If more than one 40-credit minor is pursued, the minimum number of credits required for the major is reduced to 35.

For admission requirements, see pg. 12.

Fall Program in Nepal

Located at the foot of the Himalayas in the southern Kingdom of Nepal, the Kathmandu Valley has long been a center of art, culture and trade for South and Central Asia. On the edge of the Valley is the village of Boudha, a major pilgrimage center and home of Nepal's largest stupa. Here, the many cultures of Nepal and Tibet mix in a panorama of ancient devotion, modern development, and岁时改变。The valley, with its nomadic, diverse, and cultural tolerance provides a fertile ground for The Nancos Study Abroad program. The Nepal program aims to provide a thorough introduction to the traditions of meditation, philosophy, and arts which are currently flowering in the Kathmandu Valley and neighboring regions.

The Nepal program takes place from mid-September through mid-December, and is situated in the pilgrimage village of Boudha. The program is housed in a lovely two-story guest house where participants live, study, and meditate together. The guesthouse facilities include a lush garden, double occupancy rooms, classroom/library, meditation hall, and a dining room and kitchen which serves three meals per day. The food consists of local foods and a variety of western dishes.

The overall program schedule begins with an in-country orientation phase followed by nine weeks of academic course work, field trips, festivals and performances, community gatherings, as well as built-in time for exploring the surrounding valley. The Independent Study and Travel Seminar lasts for three weeks and sends participants off into a variety of regions pursuing their projects. Upon completion the group reunites in Boudha for final presentations, closing celebrations and take-down.

The cost for the program (include the Study and Practice section) includes airfare, room and board, field trips and excursions, and in-country transportation expenses. Arrangements from the West Coast are separate and is negotiated yearly by the institute.

Please call or write for current costs, application packet, and program details.

There is a thirty-minute video on the Nepal program which is available for viewing at The Nancos Institute Library.

Courses

MEDITATION PRACTICE - NEPAL

The practice of meditation is at the core of the program. Meditation provides the environment in which these teachings can be understood personally. This course, taught by instructors from The Nancos Institute, introduces meditation in a practical way, establishes a daily practice routine, and works individually with students experiencing the groundlessness of being in a foreign culture. Credit hours: 3/0/3/0/3/0

BUDDHIST TRADITIONS

This course integrates the practice of meditation with an overview of Indian and Tibetan Buddhist traditions from a historical, philosophical, and cultural perspective. Class strategies are supplemented by day trips to monasteries, shrines and pilgrimage sites. The course is taught by Nancos faculty and draws on highly respected and accomplished Tibetan teachers from nearby monasteries. These include the Bursing Rinpoche, Tulku Urgyen Rinpoche, and Choeyang Rinpoche. 3 credit hours. J901599T

KATHMANDU VALLEY: TRADITIONAL CULTURE: DEVELOPING NATION

This course is designed to introduce traditional aspects of the multi-ethnic Nepalese culture, which will be examined in light of both historical perspective and contemporary issues. We will explore the rich cultural heritage of Nepal as it is expressed in religious traditions (Hindu and Buddhist), sacred and ceremonial art forms, and traditional crafts and ways of life. We will attempt to understand the relationship between the people of Nepal and their culture identified in mythical and local perspective. Local specialists, including King Gyumed Jigme Phuntsog in Lohe, and Manik Raijary serves as an unit returns to the various activities in the course. In addition, a select group of students, other classes, and the students' understanding of "contemporary" and "traditional" culture in light of personal experience. 3 credit hours. A9423042

NEPALI LANGUAGE

An introductory course to provide students with conversational language skills which will further their experience in Nepal. This course consists of a two-week intensive upon arrival, followed up with weekly meetings. 1 credit hour. A9505952

NEPAL TRADITIONAL ARTS AND LANGUAGE ELECTIVE

This course is designed to give students hands-on experience of traditional arts and language as taught by local masters in a small group setting. Students may choose between the following.

Beginning Tibetan language: Intermediate Nepali language: Recital and Dance (optional) and/or "Tibetan Cloth (thangka) painting: 2 credit hours. Take one of two

INDEPENDENT STUDY TRAVEL PROJECT

This segment of the program enables students to design their own research project, which may include either research and study projects. Previously, students have traveled to the Sula Chhumpi Valley for the Marsi Remo festival and published a guidebook about that site in India, as well as journeys to Chamarra to investigate the plight of Tibetan refugees or study Tibetan medicine. Others have gone to Darjeeling and Sikkim to study monastic life and education. Program faculty will supervise the planning and evaluation of the final projects and presentations. 2 credit hours. A9507957
Spring Program in Bali

Bali is one of 13,000 islands in Indonesia, and is other called the island of the Gods. It is world-renowned as a kind where the arts, spiritual practice and daily activity are thoroughly integrated. The farming of rice fields, the courting of waterways and the mythology and drama of dance, music and theatre all reveal a sense of natural hierarchy (everything in its proper time and place) which permeates the Balinese culture. It is an ideal setting for exploring art in everyday life. Through studies of music and dance, meditation, language, arts and culture, participants will undertake the path of Balinese life. They will explore their own spiritual processes byimmersing themselves in a culture where the integration exists between creativity, spirituality and daily living.

The Bali program takes place from mid-February to mid-April, in the artistic community of Ubud, where participants will live, study and practice together in a Balinese "garden" (a cluster of bungalows and pavilions). The eight-week program will be a combination of classes, discussion groups, community gatherings, field trips through the island, attendance at temple ceremonies, performances, festivals and independent study projects. There is a 50-minute video on the Bali program which is available for viewing at the Naropa Institute Library.

Program costs include the study and practice program (9 seminar credits), bed and breakfast double occupancy, field trips, festivals and community gatherings. An additional charge is added for the optional independent study project: Airfare from the West Coast is separate and is negotiated yearly by the Institute.

Courses

**MEDITATION PRACTICUM - BALI**
Meditation practice will be supplemented by talks and discussion on the principles of contemplative arts. The natural spirituality of Balinese culture will be a resource for our studies. Individual meditation instruction will be provided by Naropa Institute Faculty. 1 credit hour. ANS290280

**BALINESE GAMELAN ORCHESTRA**
We will explore Balinese music specifically for kajang. A full orchestra of instruments will be available for our group to use and practice with. All levels of musicianship are welcome. This class is taught by I Nyoman Suriarti, Program Arts Director. 2 credit hours. ANS291551

**BALINESE TRADITIONAL ARTS WORKSHOPS**
Students may choose one class from the following for a small-group experience: Balinese dance, mask carving, painting, and both. This class draws on the wealth of master teachers in Ubud. 2 credit hours. TA591551

**BALINESE DANCE**
2 credit hours. ANS293553

**ARTS AND CULTURE AND THE NATURAL WORLD - BALI**
A series of activities, demonstrations and field trips focusing on the sacred art traditions of Bali: mask-making, shadow puppetry, painting, textiles. Taught by Naropa Institute faculty and local artists. 3 credit hours. ANS294554

**BAHASA INDONESIA**
Beginning conversational language instruction in "Bahasa Indonesia" is taught in this course. No previous experience is necessary. 1 credit hour. ANS295522

**INDEPENDENT STUDY/ TRAVEL PROJECT**
Students design a three-week project to be completed after the end of classes. Faculty assist with planning and documentation. This is an optional component to the program and is not included in the program costs. 3 credit hours. ANS297507
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 Buddhism as a literary, religious, and cultural tradition.

For admission requirements, see p. 14.

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 Far Eastern Buddhist traditions. The program seeks to develop the student’s understanding and appreciation of Buddhism by drawing on a number of different resourceful reading in the classics of the modern academic discipline of Buddhist studies and sustained study of the great texts of Buddhist tradition; with contemporary matters 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 religious traditions of the world.

The M.A. program in Buddhist Studies offers a Language concentration, a Comparative Religion concentration, and, beginning in Fall 1998, an Engaged Buddhist concentration (see additional information about this concentration on page X). 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. Included the time and life of the Buddha, the study of the early Buddhist communities and Ashramas, the Indian Mahayana and Vajrayana, and study of Buddhism in Tibet. (30 credits total.)

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 text), the early sutras (discourses of the Buddha), the abhidharma (philosophical text), the Mahayana scriptures, the Mahayana literature, and the Buddhist nature literature. Abhidharma is also given. (20 credits total.)

3. Sitting meditation training in the traditions of Theravada vipassana, Zen, and Zen, and other Tibetan meditation practices. Daily group practice directed by meditation instructors is supplemented by study of appropriate meditation texts. A month-long meditation intensive (510 hours) is required during the program. In addition, weekend meditation programs are offered for elective credit. (20 credits total.)

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

5. Language training is offered for two languages, Tibetan and Sanskrit, with study of syntax and grammar, as well as the special vocabularies of Buddhist texts. Tibetan language training emphasizes colloquial as well as literary Tibetan. Sanskrit study is in classical Sanskrit. The concentration begins in 6th semester. (Language concentration only.)

6. Training, both practical and theoretical, in social action from a spiritual perspective, equipping students for careers in service. (Engaged Buddhist concentration only.)

7. Comprehensive Exams, both written and oral, take place at the end of the second year of study as the culminating expression and evaluation of the student’s journey at the Institute. (All concentrations.)

8. Master of Arts paper or translation, to be presented at the completion of the student’s coursework. (All concentrations.)

Requirements for the Buddhist Studies M.A. Language Concentration

The Master of Arts Program is a two-year course of study with the following requirements.

The Tibetan or Sanskrit Language Concentration

This concentration offers students the opportunity to delve deeply into Buddhist texts, beyond the terms of the English language and the many translators who have interpreted them. Students following this track take the core curriculum of Buddhist Studies courses, including grammar seminars, a series of meditation practice courses, and 16 credits of Tibetan or Sanskrit language.

Requirements for the Buddhist Studies M.A. Language Concentration

<table>
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<tr>
<th>Courses</th>
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<tbody>
<tr>
<td>Buddhist Civilization</td>
<td>3</td>
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<tr>
<td>Niyaya Buddhism</td>
<td>3</td>
</tr>
<tr>
<td>Mahayana</td>
<td>3</td>
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<td>Bodhista Nature</td>
<td>3</td>
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<td>Buddhism in Tibet</td>
<td>3</td>
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<td>Five Graduate Seminars</td>
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<tr>
<td>Tripitaka</td>
<td>3</td>
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<tr>
<td>Mahayana Texts</td>
<td>3</td>
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<td>Bodhista Nature Texts</td>
<td>3</td>
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<tr>
<td>Tibetan Vajrayana Texts</td>
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<td>Four Meditation Practice Courses</td>
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<td>One bodhi muni elective</td>
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The Contemplative Religion Concentration

This concentration acknowledges the fundamental role of meditation and contemplation within the major world religions. This concentration of study takes Buddhism as its main example of a contemplative tradition and explores within the context of other similar great contemplative traditions, including Islam, Christianity, Judaism, Hinduism, Chinese and Japanese religions, and Native American traditions. Through courses in the core Buddhist Studies curriculum covering both the comparative method and individual meditative traditions, the student explores the contemplative mode of spiritual life in the various great religions.
Engaged Buddhism Concentration

Beginning in Fall 1989, the Naropa Institute inaugurated a new concentration within the Buddhist Studies M.A. program to be called "Engaged Buddhism." This concentration prepares the student for social action work in a variety of settings, based upon Buddhist philosophy and meditation. The "engaged Buddhism" movement is based upon the teaching of Buddhist contemplative understanding and Western activism. The practical emphasis of the program is that the movement is based upon and involves both meditation, communication skills, community building, and non-violent conflict resolution.

The new concentration is a 4-credit program, build upon the Buddhist Studies core curriculum with additions, practical courses and an internship. The program will prepare students for effective action, encouraging the passion for engagement without supporting the aggression which objectifies and rejects the "other".

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

"Engaged Buddhism" suggests addressing social issues in a manner which recognizes the interdependence of all things, such that the suffering of others is also one's own suffering, and the victory of others is also one's own victory. Engagement connects with areas of endeavor which range from prisons, homeless shelters and hospice programs, to social and environmental activism, and to organizational work in spiritual communities or political spheres.

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

Program Design: The Engaged Buddhism Concentration is a five-semester program of 81 credits. The first year is spent at the institute in 30 credits of core work; the second year in a 20-credit internship off-campus. In the final year, 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 Bernhard Glassman, Senske in the future. The program may affiliate with the San Francisco AIDS project, the Buddhist Peace Fellowship, the San Leandro Buddhist meditation group of Sri Lanka, the International Network of Buddhist schools in thai, the SunLV, and the Daly Lama in Dharamsala.

For more information about this new program, please call the Naropa Institute Department, (303) 444-0202, ext. 502.

For more information on this new program, please call the Buddhist Studies Department, (303) 444-0202, ext. 502.

Year 1

Non-credit practice requirements: Dharam or a minimum equivalent of a four-week retreat is a prerequisite for the program, as is the "Shambhala Training, Level IV/5" (Distributed through 1986-1984).

Fall Semester: Meditation Praxis I 12 credits

Spring Semester: Meditation Praxis II 15 credits

Year Two

Fall Semester: Fall MEDITATION PRACTICUM I 12 credits

Spring Semester: Spring MEDITATION PRACTICUM II 15 credits

Total Credits: 61

CONTEMPLATIVE JUDAISM: THE KNOWING HEART

RABBI MORDECAI TIVISKY

This course is a contemplative study of the kabbalistic literature, based on the work of Rabbi Mordecai Tivisky, a 17th century Kabbalistic philosopher, who developed the most systematic approach to Jewish philosophy without losing the depth of Kabbalistic perspective. The Chassidic recasting of the Kabbalah into the daily life of the simple man lends a unique reinterpretation of the world to be studied in the course. 3 credit hours. 8950

NIYUKA BUDDHISM

JUDITH SUMMER SHERON

From the earliest period, Buddhism was known for its direct and profound investigation of experience without the outer veil of beliefs or religious patterns. Shakayamuni's discourses yielded a dynamic psychology, called dharmakarma, based upon an understanding of the human mind and unleashed experiences of impermanence, suffering, and absorption. This course examines three discoveries made under the rule of enlightenment in his immediate teaching of meditation: we discover the dynamic psychology of the Buddha. 3 credit hours. 89570

CRAYZ NHSNND DIVINE MADNESS CONFERENCE 1 credit hour. 85567

TIBETAN III: VEN. Dzigar Kontrul Rinpoche

This course is open to more advanced students, who have studied for one year or more, Dzigar Kontrul Rinpoche teaches reading and translation. This is a special opportunity to study with Rinpoche, who guides the student in an intuitive approach to Tibetan. This above the level of the student to develop a strong foundation that is often lacking from a "Western" approach to eastern language study. 3 credit hours. 89503

CONTEMPLATIVE JUDAISM: THE KNOWING HEART

RABBI MORDECAI TIVISKY

This course is a contemplative study of the kabbalistic literature, based on the work of Rabbi Mordecai Tivisky, a 17th century Kabbalistic philosopher, who developed the most systematic approach to Jewish philosophy without losing the depth of Kabbalistic perspective. The Chassidic recasting of the Kabbalah into the daily life of the simple man lends a unique reinterpretation of the world to be studied in the course. 3 credit hours. 8950

THE BUDDHA NATURE SCHOOL: THE UTTARANTARANTA

VEN. Dzigar Kontrul Rinpoche

The Buddha Nature School at Naropa University has been established through study of the important Jina teacher, the Uttarantara, and his commentary by Ama. This last provides the enlightenment of all being and the importance of meditation practice and penetrating insight to uncover the enlightenment. Rinpoche follows the text with contemporary commentary. 3 credit hours. 89500

MA SEMINAR: COLLOQUIUM I

JUDITH SUMMER SHERON

This course constitutes a review and summation of the master's student's study at the institute, and revolves around the comprehensive examination taken in the spring of the second year. 1.5 credit hours, 89512/
MEDITATION PRACTICUM IV: MUDRA AND SELF EXPRESSION
LEE VIBERT
Space can seem hostile or bewil- dering to me. One might either find the situation with or without it in a creative way. I haven't yet realized this. Our perceptions are caused by reactions of the brain or heightened by overreaction. The course combines Mudra and meditation exercises designed for performers. By Chadwin Manhing Rintush, with exercises from the work of 20th-century Western directors and work with qualities of space and form elements in the five Buddha's sermons. We practice the Mudras and Mudras and Mudras. 3 credit hours, 8551

INTRODUCTION TO CONTEMPLATIVE RELIGION
JUDITH SIMM-BROWN
This course introduces the study of religion and focuses on the history, ideas and practices of selected religious traditions within the religious life such as Christianity, Judaism, Hinduism, and Chinese and Japanese religions, using spiritual biographies and, in some cases, biographies. 3 credit hours, 8552

BLA SEMINAR: MAHAYANA BUDDHIST TEXTS
REGINALD RAY
A study of topics from the Indian Mahayana Buddhist texts, drawn from both Buddhist world (sutra) as well as Indian and Tibetan commentaries (asanas) of the Madhyamaka and Yogacaryas. 3 credit hours, 85512

TIIBETAN I
ANNE HILL
Introduction to Tibet. 1 credit hour, 8551

METTUPAKSHA WEEKEND MEDITATION
MARK NICHOLS
When we practice mindfulness meditation, we discover the essence of our own mind and the depth of our mind's potential. 3 credit hours, 85512

MEDITATION PRACTICUM III: MADUMA-AIGUAYO
CWAYI SMYTH and CAROLE FREEMAN
This course continues the Pratimana sequence, emphasizing Vajrayana topics such as the mudra practice, the five Buddha families, including discussion of the mythologies and the sins associated with each family, and application of this material in the space awareness practices known as "Mudra." 3 credit hours, 85512

INTERDEPARTMENTAL COURSES
THE SACRED EARTH: NATIVE AMERICAN RELIGIOUS TRADITIONS
Available for Buddhist Studies credit. 3 credit hours, 85512

DAYTIME MONTH OF INTENSIVE MEDITATION
Every summer, a month-long pranayama (Yoga) of intensive daily group meditation is held at a nearby mountain retreat center. Students practice shantaram-vajrayana (Tibetan-style sitting meditation) with the guidance of trained meditation instructors. This training provides direct insight into the nature of the Buddha teachings on a personal level. This is a non-credit requirement for the M.A. degree. No credit hours. Can be taken for GRR credit of 2 credit hours.

CONTEMPLATIVE RELIGIONS
JUDITH SIMM-BROWN
This course introduces the study of religion and focuses on the ideas of selected religious traditions within the religious life such as Christianity, Judaism, Hinduism, and Chinese and Japanese religions, using spiritual biographies and, in some cases, biographies. 3 credit hours, 8552

M.A. SEMINAR: VAYUPAKSHA TEXTS
REGINALD RAY
Readings in the Literature of the Tibetan Vajrayana Buddhist, including texts concerning Turning, history, sacred biography, and songs. 3 credit hours, 85512

SANSKRIT IV
REGINALD RAY and ANDREW SCHULING Continuation of Introduction to Sanskrit III. 4 credit hours, 85510

TIIBETAN IV
VIZAG KONGTRULL RINPOCHE Pariyagkarana: a practical workshop in speaking Tibetan. Pariyagkarana: Tibetan I, II and III. 8 credit hours. 85512

CONTEMPLATIVE CHRISTIANITY
RYDON RUMBLE
Oft there seems to be a paradox between contemplative spirituality and social action. But in the contemplative traditions of Christianity, spirituality allows us to go deep and discover the inner traditions of which, draws us directly into involvement in public and social justice issues. This course explores these aspects of Christianity, from the contemporary context of Dorothy Day, Thomas Merton, and Martin Luther King, and their spiritual roots. 3 credit hours, 85512

WOMEN, SUPREM, AND ISLAM: WOMANIST PERSPECTIVES
NADIA TAYLOR
This discussion course investigates women's experiences within a linguistic, historical, and religious context. Using women's contributions to Sufism and Islam, the theory and ideas regarding gender roles, and modern Muslim feminist thought, we experience a dialogue and prayer led by women. Part of the course focuses on the process of writing a research paper concerning an interest of the student. 3 credit hours, 85512

CONTEMPLATIVE HINDUISM
THE YOGAS
SARASVATI SHULMAN
This course is an experiential and philosophical introduction to the scriptures and practices of Hindu and Tantric traditions of the post-Vedic era. Beginning with the Yogasutras, we explore, the basis along with the Bhagavad-gita and the contemporary yogas. A portion of each class is devoted to silent meditation, asana, and oral yoga. 3 credit hours, 85512

Buddhist meditation is provided by the Karmapa Foundation and the Vayupaksha Foundation.

INTERDEPARTMENTAL COURSES
THE SACRED EARTH: NATIVE AMERICAN RELIGIOUS TRADITIONS
Available for Buddhist Studies credit. 3 credit hours, 85512
Gerontology and Long-Term Care Management M.A.

A human being would certainly not grow to be seventy or eighty years of age if prolonged longevity had no meaning for the species to which he belonged.

—Carl Jung, Modern Man in Search of a Soul

For admission requirements, see pg. 15.

Advances in medical knowledge and technology have allowed us to extend our average life span, but our culture's view of old age and the roles associated to it are continuing to be limited, particularly for those suffering from chronic disability and those at the end of their life as a defeat of will. Our services in, and our care centers for, frail elders are the products of our culture's inability to respond to the needs of the aged population, in part, uninformed by any vision of the social value of our elders. The world of care for those who are chronically ill, the elderly, and dying is not valued highly. The pay is low, the workload difficult, and on-going training and support is minimal. Few acknowledge the emotional pain of caring for those ill and dying people on a daily basis. Ultimately, this situation results in poor quality care and it devalues work to which few can look forward.

Recent federal legislation, the Nursing Home Reform Act, included in the Omnibus Budget and Reconciliation Act of 1987. (OBRA) recognizes new problems are marked a major shift in public policy. Caregiving must now be "reoriented" with what is called a "curriculum and training program for caregivers and". The OBRA also fosters an understanding of the psychosocial dynamics of old age, and provides the means to deliver patient-centered care.

Three organizations experienced in long-term care have joined forces in response to the requirements of OBRA. The Naropa Institute's training program, which is based on a long-term care facility's program, has established highly effective resident treatment services for persons with severe physical impotence, the indigent chronically mentally ill, and the frail elderly. The program provides high quality services, program initiatives, and humanitarian expertise to nursing homes. Home Health Care facilities, adult day care programs, and personal care boards and partner programs are involved. An extensive curriculum, collaborates with faculty members offering courses on specific aspects of gerontology, and is aimed at providing specific care and assistance to nursing home residents.

One of the Curtin's major initiatives is the "Master's Program in Gerontology and Long-Term Care Management". It is the mission of the Naropa Institute Program in Gerontology and Long-Term Care Management to reveal our culture's fear of aging and death by developing an inter-generational educational and caring community that models creativity, approbation and acceptance when 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 and physical health needs of those in their care.

Administrators-to-be learn more about themselves, their own relationship to aging and death, and the therapeutic approaches developed by the Institute's faculty. In addition, they become skilled in financial and human resource management techniques, in the development of outside community resources, and in advocacy for the needs of their clients. Through joining these areas of training, graduates will be prepared to step as agents of change in the long-term care industry. They have the knowledge and skills necessary to create an environment that is protective for our frail elderly, as mandated by the OBRA legislation.

This master's level program is designed to lead directly to licensure as a nursing home administrator in California and in most other states. It will also prepare graduates for administration of different types of long-term care facilities and wide-care services. The program's core course work is designed to meet continuing education requirements for practitioners of varied health care professionals, while the program is primarily designed for degree students, courses will also 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 instruction, an internship, and a seminar designed to provide faculty guidance of the internship experience. Faculty members screen degree program applicants through a personal interview process to ensure a level of maturity appropriate to this type of training and career.

The degree program is generally 16 months long; a total of 50 semester hour credits. However, students have the option to select an alternate 30-month schedule or to attend on a part-time basis over a more extended period. The program curriculum includes four basic components:

1. Training in Mindfulness and Body Awareness: This component serves as the foundation for working with old age and the dying process. Training the mind through traditional mindfulness/body awareness techniques sharpens one's intelligence, attention to detail, and ability to discriminate between confusion 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 techniques of basic attendance, which is at the heart of the Naropa therapeutic approach. The Institute offers a variety of residencies and transformative structures for enhancing one's understanding of the mind-body relationship.

2. Series of courses on Working with Old Age and Death: This component involves an interdisciplinary focus on issues related to aging and death, as well as the therapeutic approaches developed by the Institute's faculty. In addition, they become skilled in financial and human resource management techniques, in the development of outside community resources, and in advocacy for the needs of their clients. Through joining these areas of training, graduates will be prepared to step as agents of change in the long-term care industry. They have the knowledge and skills necessary to create an environment that is protective for our frail elderly, as mandated by the OBRA legislation.

3. Master's Program in Gerontology and Long-Term Care Management M.A.

4. Administration and Management: This component provides students with an understanding of the long-term care and wide-care facilities as required by state and regional standards for licensing nursing home administrators. These courses are taught by faculty members well-versed in the therapeutic environment perspective practiced by Naropa'sinner courses. They also draw upon the work of business educators who teach in the business and social sciences disciplines.

5. The Administrator-In-Training (AIT) Internship: This is a 15-month, 40-week practical training in a long-term care facility. It includes on-site training from the facility's administration and serves as a preceptor. The AIT internship involves a rotation through the majority of the nursing facility's operations and a series of management-related learning tasks. The Professional Seminar course continues during the internship and serves as a forum for interns to discuss their experiences and receive feedback on the progress of their learning. At the end of their internship, students are required to complete a master's paper based on their internship experience.
Course Descriptions

THE LONG-TERM CARE DELIVERY SYSTEM
ELISABETH BORDEN

This course explores the range of treatment strategies and settings for providing long-term care. The course covers the future of nursing homes, home care and other community-based alternatives discussed from a continues-care perspective. Major issues of financing and other long-term care policy issues are introduced. 2 credit hours. CR185

PRINCIPLES OF ACCOUNTING
SUE EVANS and JANET KATTMANN

This course introduces students with an understanding of the principles of accounting and their application to the long-term care facility. Through the course, students will familiarize students with managerial and financial accounting terminology and practices, and provides instruction in the preparation and use of financial statements, balance sheets and statements of cash flows. Preparation of operating and capital budgets are discussed in detail, as well as the valuation of financial assets to evaluate operating performance, clarify problem areas and identify possible solutions. The objectives of accounting and reporting and the use of computerized systems to accomplish these are presented. 2 credit hours. CR190

HUMAN RESOURCES MANAGEMENT
AMANDA FROSTEN-BLOOM

This course explores the applications of general human resource management principles to long-term care and other health-related services. Students learn the technical and practical skills needed to attract and retain staff. They will learn about human resources, recruitment, employee relations, labor relations, compensation, benefits administration, and other human resources issues. Students also work with a local long-term care facility to develop and implement a human resources program in conjunction with their internship. 2 credit hours. CR1950

LEGAL AND ETHICAL ENVIRONMENT OF LONG-TERM CARE FACULTY

This course provides an introduction to legal and ethical 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 law. Basic principles are reviewed for contract law, wills and estates, tax laws, corporate law, landlord/tenant law, privacy and confidentiality, and intentional and unintentional torts with specific emphasis on the potential facilities of health care professionals and administrators. The course also focuses on ethics of health services management. 2 credit hours. CR1952

COMMUNITY RELATIONS AND MARKETING
ELISABETH BORDEN

This course includes a general overview of community relations and marketing. Community relations are viewed broadly as efforts to fully integrate the facility and its residents into the community and to make full use of community resources. The course addresses the definition of community in terms of resources and esoterica and presents an overview of community programs, organizations, agencies, and other opportunities serving older people and their families. Advertising and sales skills are emphasized. The course covers the role of marketing in health care, generally and in long-term care specifically. Students are taught the rudiments of developing a marketing and community relations program including working with the media, advertising, newsletters, presentations, and other media. Students are responsible for developing and implementing their own program in conjunction with their internship. 2 credit hours. CR1950

PROGRAM SEMINAR FACULTY

This course provides an opportunity for students in the program to meet on a regular basis with program members to review current issues in the long-term care field. It provides an opportunity for program members to present their work in support of their peers and for support among students and faculty. 2 credit hours. CR1950

MASTERS PAPER SEMINAR FACULTY

Students are required to complete a Process paper and present it to program faculty and students toward the end of the last semester based on their year-long internship. 2 credit hours. CR1950

Requirements for the Master's Degree

The M.A. in Gerontology and Long-Term Care Management is designed as a 16-month program. It begins with a Fall semester of coursework prior to the beginning of the Administration-Internship training internships. The program concludes at the end of the 3rd semester with the completion of the 12-month internship and final session of coursework. In general, courses are offered during selected evenings throughout the semester to accommodate professional and personal needs of students. Internships and companionship education in second Spring semester (more information follows).

Course Calendar

16-MONTH OPTION
Fall (11/15) 4 credit hours
Psychology of Age 2 credit hours
Participatory Management 2 credit hours
Intermediate System 2 credit hours
Concepts of Health & Disease 2 credit hours
Principles of Accounting 2 credit hours
Body Awareness Elective 2 credit hours
Program Seminar 2 credit hours

Fall II (15/15) 4 credit hours
Hum Resource Management 2 credit hours
Legal/Ethical Environment 2 credit hours
Community Relations/Educ 2 credit hours
Concepts of Health & Disease 2 credit hours
Participatory Management 2 credit hours
Fall III (15/15) 2 credit hours
Health Policy 2 credit hours
Healthcare Finance 2 credit hours
Healthcare Policy 2 credit hours
Healthcare Policy 2 credit hours
Internship (Begin 5/16) 2 credit hours

Summer (8 hours) 2 credit hours
Comprehensive Elective 2 credit hours
Accounting, Capital Mgmt., and Finance 2 credit hours
Facility Management 2 credit hours
Property Management 2 credit hours
Internship 2 credit hours

Fall II (15/15) 2 credit hours
Hum Resource Management 2 credit hours
Legal/Ethical Environment 2 credit hours
Community Relations/Educ 2 credit hours
Participatory Management 2 credit hours

Total Credits: 60

Course Descriptions

The psychological task of aging
Victor H. Howard

This course explores the social, psychological, cultural and spiritual aspects of aging. Aging is presented as a psychological and physical situation common to us all. By tracing trends with whom we are in the human life cycle, including our experience of impermanence and loss, we are able to understand the structure of the world of all things. Through lectures, contemplation exercises, and physical work, students explore issues of aging common to all of us. Students may also examine meaning, culture and the involvement of legal knowledge in an atmosphere of boundaryless learning. 4 credit hours. CR1950

PARTICIPATORY MANAGEMENT: CONCEPTS AND PRACTICAL APPLICATIONS OF LEADING AND WORKING WITH CREATIVE TEAM MEMBERS
Liane S. S. LAMCHANI

Participants will learn 20 strategies and techniques of participatory management and will apply these concepts to their own settings. An overview of participatory management and class discussions of case studies. The course also covers styles of leadership, management processes, and the development of communication skills for long-term care administrators. Health care organizational structures and behavior are presented in terms of long-term care. 4 credit hours. CR1950

CONCEPTS OF HEALTH AND DISEASE
SIGRID SOMMERMELT

This course covers an overview of the physical problems common to those requiring long-term care services. The course reviews causes of factors, symptoms, effects on functioning, and intervention. Special emphasis is given to the psychosocial and mental health aspects of disease. The course also covers drug therapies and their indications and the importance of physical and mental health care. This course is aimed at providing students with knowledge and skills necessary for health professionals in long-term care settings. 2 credit hours. CR1950

INTERNSHIP FACULTY

1 to 4 credit hours. CR1950

Administrative Training Internship
James Emery

Students complete a long-term care internship facility in the Boulder/Longmont area. Designated positions vary with the preferences. Internships are designed to match students to appropriate agencies. Students may also select a dual or second Spring semester course (more information follows).
Psychology: Contemplative Psychotherapy M.A.

Program Description

Contemplative psychotherapy is based on the notion that human beings are fundamentally relational. Their most basic qualities are positive ones: openness, willingness, and trust. This quality is essential for the therapeutic relationship and for the development of the patient's ability to transform their life. It is necessary for the patient to feel safe, understood, and respected in the therapeutic process. The goal of therapy is to help the patient to transform their negative experiences into positive ones, to develop self-awareness, and to cultivate their inner resources.

The M.A. in Psychology: Contemplative Psychotherapy is a 2-year program which provides a comprehensive training in the use of meditation and mindfulness techniques to address a variety of clinical issues. The program is designed for individuals who are interested in becoming therapists or who wish to deepen their understanding of the psychology of meditation.

The program includes a combination of theoretical coursework, clinical training, and research opportunities. Students will develop skills in mindfulness, meditation, and other contemplative practices, as well as in the use of these techniques to address specific clinical issues.

Admission Requirements:

Applicants must hold a bachelor's degree from an accredited institution. A competitive grade point average is required. A personal statement describing the applicant's motivation and commitment to the program is also required. Additionally, two letters of recommendation are necessary. Interviews are conducted on a case-by-case basis.

Course Offerings:

The program offers a variety of courses, including:

- Introduction to mindfulness and meditation
- Clinical applications of mindfulness and meditation
- Psychopathology and psychotherapy
- Research methods in psychology
- Ethics in psychology
- Mindfulness in education
- Mindfulness in the workplace
- Mindfulness in healthcare
- Mindfulness in counseling
- Mindfulness in social work
- Mindfulness in psychology
- Mindfulness in education
- Mindfulness in the workplace
- Mindfulness in healthcare
- Mindfulness in counseling
- Mindfulness in social work

The program is designed to provide a comprehensive education in the use of mindfulness and meditation in clinical and non-clinical settings.

Career Opportunities:

Graduates of the program are prepared for a variety of career opportunities, including clinical practice, research, education, and leadership roles in mental health agencies, hospitals, universities, and other organizations.

The program is designed to provide a comprehensive education in the use of mindfulness and meditation in clinical and non-clinical settings. Graduates of the program are prepared for a variety of career opportunities, including clinical practice, research, education, and leadership roles in mental health agencies, hospitals, universities, and other organizations.

Conclusion:

The M.A. in Psychology: Contemplative Psychotherapy is a unique program that provides a comprehensive education in the use of mindfulness and meditation in clinical and non-clinical settings. Graduates of the program are prepared for a variety of career opportunities, including clinical practice, research, education, and leadership roles in mental health agencies, hospitals, universities, and other organizations.

Hallmarks of the Contemplative Psychotherapy Training Program:

1. "Brilliant Sanity"

The hallmark of the program is the practice of "brilliant sanity." This means that we all have within us a source of wisdom and understanding. Our basic nature is characterized by clarity, openness, and compassion. This wisdom may be temporarily covered over, but it is always there, waiting to be cultivated. Practitioners of contemplative psychotherapy must learn to cultivate this wisdom, especially within the most confused and diseased states of mind, and are then able to bring it to others in themselves and in their clients.

2. Contemplative Practice

The hallmark of the program is the practice of "contemplative practice." This means that we all have within us a source of wisdom and understanding. Our basic nature is characterized by clarity, openness, and compassion. This wisdom may be temporarily covered over, but it is always there, waiting to be cultivated. Practitioners of contemplative psychotherapy must learn to cultivate this wisdom, especially within the most confused and diseased states of mind, and are then able to bring it to others in themselves and in their clients.
5. Clinical Tutorial Groups

During the internship year, students participate weekly in small, tutorial groups of three students and two clinical faculty members. Using a specially designed contemplative practice called "Body, Speech, and Mind," students foster the ability to learn and gently touch another's skin. When combined with ongoing meditative practices, these groups cultivate compassion and the ability to be present with others in genuineness and relatedness.

6. Emphasis on Uniqueness of Each Student-Therapist

Each individual, participating student finding their own unique resource and manner, is thus able to be a part of their group's learning and practice. Through these means, students may feel that their own uniqueness is a resource as well as a potential problem in their therapy.

Internship Placements:

The following are agencies in the Boulder-
Broomfield area: 

- Community Health Centers 
- Family Counseling Service 
- Mental Health Center 
- Mental Health Services 
- Mental Health Services 
- Mental Health Services 

Preparation for Clinical Work:

Internship and Licensing

In addition to the unique features, the program prepares students to meet the demands of the professional world. Because the program is directed toward career-oriented professionals, the nine
month supervised internship, which begins with the introduction of the senior practicum, is an integral part of the program. Internships, which are designed to help students achieve competence in their own area of specialization such as child and family work, crisis intervention, substance abuse, and drug abuse counseling. Students are encouraged to be active in the field placement program.

Requirements for the Psychology Contemplative Psychotherapy M.A.

The M.A. in Psychology: Contemplative Psychotherapy is designed as a two- and
three-year program, the latter being a more didactic program, which may be begun in the Fall.

First Year—Fall Credits

Introduction to Buddhism: Psychology/Psychological Inquiry I 3.0

The Evolution of Consciousness in Western Psychotherapy 3.0

Cognitive Science 3.0

Body Awareness Elective 2.0

After Thanksgiving:

Brownfield: Psychological Practice II A 3.0

Sarty & Nielsen 3.0

Family Problems A 3.0

SUBTOTAL 16.0

Spring

Buddhist Psychology/Psychological Practice II B 1.5

Psychopathology B 1.5

Family Process B 1.5

Body Awareness Elective 1.0

Mental Health II (Same March-June) 6.0

SUBTOTAL 10.0

Note: The Group Psychotherapy requirement must be completed before beginning of Fall semester of second year.

B.S. in Psychology: Psychotherapy II: Psychoanalysis

Therapeutic Process A 3.0

Therapeutic Process B 3.0

Clinical Internship: Field Placement A 4.5

Clinical Internship: Field Placement B 4.5

SUBTOTAL 13.5

Spring

Contemplative Psychotherapy 2.0

Therapeutic Process 2.0

GROUP COUNSELING OR THERAPEUTIC GROUP EXPERIENCE 3.0

Clinical Internship: Field Placement 2.0

Clinical Internship: Field Placement Elective 2.0

Body Awareness Elective 2.0

SUBTOTAL 14.5

Third Year—Fall

Psychology of Aging 2.0

Research Methods 2.2

Community and Organizations 2.0

Group Skills in Contemplative Psychotherapy 3.0

Body Awareness Elective 2.0

Master's Paper Seminar 1.5

SUBTOTAL 12.5

Total Credits: 61.5

4. Group Psychotherapy

Students must complete 30 hours of participation in group psychotherapy during their first year in the program. Only groups which have been accepted by the department's Curriculum Committee as having a contemplative approach, may be used to fulfill this requirement. The hours must be completed before the beginning of the Fall semester of the second year.

Journal of Contemplative Psychotherapy

The Psychology department publishes a journal, Journal of Contemplative Psycholog

The program has been approved for this program.

The Journal of Contemplative Psychotherapy has included articles by such well-known psychologists as Maxwell Jones, R.D. Leigh, Other Bards, and Edward Pavet, and by Robert Baldwin and moderator, Ophelia Turnaus Resch. The Department is scheduled for spring of 1994.

Friendship House

Now in its sixth year, Friendship House is a group therapy program for HIV infected and HIV positive people. The program is the result of a collaborative effort between the Lambda Institute, the Mental Health Center of Boulder County, and the Boulder County Coalition for the development of HIV services. It is an out-patient, non-profit, open-ended group private practice facility founded by the Lambda Institute and staffed and operated wholly for the betterment of those with HIV/AIDS.

2. Master's Paper

Students are required to write a paper on their internship clinical work and to submit it during the winter quarter. Writing of this paper begins in the Spring of the second year. Students work on their two papers over two configurations and work to be able to submit to the internship. Students work to be able to submit during the fall of the second year during the Master's Paper Seminar's writing.

Writing Proficiency Requirement

During the winter quarter, all students take the Writing Proficiency Exam. The exam is given two levels of writing skills courses for those available for assistantships. A student must pass the Writing Proficiency Exam to graduate.
Courses

Fall

INTRODUCTION TO BUDDHIST PSYCHOLOGY/PRACTICE (1) CRONL, WILDE

Psychology of Aging

Ages 9-12, 6 wks, Sun, 7:30-9:30

MINDFULNESS TRAINING INTENSIVE DIETZ, RS

Contemplative Psychotherapy in the Treatment of Mental Health Professionals

8 wks, Thurs, 7-9:30; Sun, 1-4:30

Buddhist Psychology Practicum 1 & 2

WILLIAM KARELL

A series of 7 workshops held in September and October in PSS1. The course covers the development of Buddhist psychology and its relationship to mindfulness practice. This course is designed for health professionals interested in the study of Buddhist psychology and its applications to the field of psychology. It is open to students in the graduate psychology program and to professionals in related fields.

ECOLOGICAL PSYCHOLOGY WORKSHOP

The ecological psychology workshop will focus on the interplay between the individual and the environment. Students will learn how to observe and analyze the environment and how to use that information to understand and improve their own lives.

PSYCHOLOGY OF AGING

This course provides an overview of the psychological theories and research on aging. Topics include age-related changes in cognitive, emotional, social, and physical functioning, as well as the impact of aging on health and well-being.

ADVANCED CONTINUING CONTEMPLATIVE PSYCHOLOGY/SCHOOL KARELL, RS

This course is designed for students who have completed the introductory course and are interested in furthering their knowledge and skills in contemplative psychology. It focuses on the development of personal and clinical skills in the contemplative approach.

PSYCHOLOGY OF AGING

Ages 9-12, 6 wks, Sun, 7:30-9:30

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This course is designed for students who have completed the introductory course and are interested in furthering their knowledge and skills in contemplative psychology. It focuses on the development of personal and clinical skills in the contemplative approach.
Somatic Psychology Department:
Dance/Movement Therapy M.A.
Body Psychology 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 60-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.

For admission requirements, see pg. 14.

Both degrees offer extensive study, training, and supervision in practices of psychotherapy that address the sensory and expressive life of the physical body. The program's philosophy bases itself on the belief that direct and unconditional experiencing of the present moment is the basis for the therapy. A client's way to experience this directly is by fully occupying our bodies. This activity of therapy, then, involves removing learned obstacles to our full-bodied participation, cultivating our ability to fully dance with the moment.

The M.A. programs integrate elements of Eastern thought and Western thought, employing both traditional and avant-garde methodologies, and providing therapeutic therapy based on corporeal 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 1987. After two years of postgraduate experience, graduates of both programs are eligible to sit for the Licensed Professional Counselor's (LPC) exam for the state of Colorado.

Students take a series of core curriculum classes in both the Body Psychology and Dance/Movement Therapy programs. All students also take several socialization classes. The core curriculum incorporates five areas of study during the two-and-one-half-year, full-time program. (Part-time study is also available.)

The first area of study in Part I comprises the foundation of body-centered psychotherapy. The theoretical portion focuses on the role of psychologists, bodyworkers, and dance therapists who have contributed to our understanding of how the body heals, heals, and transforms. In addition, students study the Healing Cycle, a system developed at The Nexus Institute. The skills portion of this concentration focus on awareness training, en-bodying responsivity, intuitive and empathic relating, and active guidance in the therapeutic encounter.

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. These courses provide a basis for working with others, and teach the student both traditional and non-traditional psychological theory.

The third area encompasses the observation, description, and diagnosis of physical movement, beginning with self-evaluation, then moving toward observation of others. This area of study helps the student sense in the disconnection of movement patterns and impulses.

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

Finally, the fifth area is an internship. Students complete a 200-hour fieldwork placement and a 70-hour clinical internship. This involves seven hours of group and individual supervision by a registered dance therapist or body-centered psychotherapist.

Applications for the Somatic Psychology Program are due February 15, 1995. Group interview dates are February 25 and April 15.

Requirements for the M.A. Degree in Body Psychology

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Theoretical Foundations of Body-Based Psychotherapy</td>
<td>2.5</td>
</tr>
<tr>
<td>Movement Therapy Skills I</td>
<td>2.5</td>
</tr>
<tr>
<td>The Body and Its Psychological Patterns</td>
<td>2.0</td>
</tr>
<tr>
<td>Child Development</td>
<td>2.0</td>
</tr>
<tr>
<td>Childhood Orientation</td>
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<tr>
<td>Group Therapy</td>
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First Year - Spring

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<th>Course</th>
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<tbody>
<tr>
<td>Theoretical Foundations of Body-Based Psychotherapy</td>
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Second Year - Fall

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<tr>
<th>Course</th>
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<tr>
<td>Body-Based Psychotherapy</td>
<td>2.0</td>
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<tr>
<td>Methods of Psychotherapy Research and Statistics</td>
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</tr>
<tr>
<td>Group Therapy</td>
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<td>Psychology of the Body</td>
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<td>BP Handout Seminar I</td>
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<td>BP Internship Placement I</td>
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<tr>
<td>Special Populations and Multi-Cultural Issues</td>
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Second Year - Spring

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<td>Body-Based Psychotherapy</td>
<td>2.5</td>
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<tr>
<td>Group Dynamics and Leadership</td>
<td>2.0</td>
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<tr>
<td>BP Internship Seminar I</td>
<td>1.5</td>
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<tr>
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</table>

Total Credits for Graduation: 60.0

85
### Courses

#### Fall

**THEORETICAL FOUNDATIONS OF BODY-BASED PSYCHOTHERAPY**

- **CHRISTINE CALWELL**

This course explores the Western and Eastern modes for the body in healing. It surveys modern psychospiritual and body-work forms which use expressive movement. Training is in current research which addresses body-based healing, and the role of the creative act in healing are examined. 2.5 credit hours. SP680

**MOVEMENT THERAPY SKILLS**

- **GWEN CALDWELL, HELEN COOPER-GUTMANN, AND BERTIE MARX**

This two-year course is designed to provide students with an opportunity to participate in a group. The student must attend to both body and personal expression, integration and group membership. This class is a clearing space for questions, conflicts and probl...-

**PSYCHOLOGY OF THE BODY II**

- **BERNICE HILL**

This course focuses on the subjective body's interaction with the emotional and spiritual psyche. It is a subjective body that generates and maintains the emotional, physical and spiritual relationships. Students will focus on the...-

**THE BODY AND ITS PSYCHOLOGICAL PATTERNS**

- **SUSAN APOSHAIN**

This course is about the body. The body expresses our body's mental and emotional health. We will...-

**SECOND YEAR - SPRING**

**THEORETICAL BASICS OF BODY-BASED PSYCHOTHERAPY**

- **DIAGNOSIS AND ASSESSMENT**

The first three classes are conceptual and assume a second...-

**MOVEMENT PSYCHOTHERAPY II**

- **MAGGIE BEARD-BULL**

This course is about body-based therapy and...-

**MOVEMENT PSYCHOTHERAPY III**

- **SUSAN APOSHAIN**

This course focuses on the subjective body's...-

**EXPERIMENTAL FLEXIBLE ELECTIVE**

- **SUBTOTAL**

**SECOND YEAR - FALL**

**INTEGRATING THERAPEUTIC MODALITIES**

- **SYSTEM SKILLS IN BODY-BASED PSYCHOTHERAPY**

This exploration of family and social systems at the higher levels of body organization is the...-

**SPECIAL POPULATIONS AND MULTI-CULTURAL ISSUES**

- **NICOL McCULLOUGH**

Each year this course addresses various clinical populations of interest to psychotherapists and creative arts therapists. Course content includes instruction in the theories and issues arising from...-

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**MOVEMENT PSYCHOTHERAPY III**

- **SUSAN APOSHAIN**

This course focuses on the subjective body's...-

**EXPERIMENTAL FLEXIBLE ELECTIVE**

- **SUBTOTAL**

**SECOND YEAR - FALL**

**INTEGRATING THERAPEUTIC MODALITIES**

- **SYSTEM SKILLS IN BODY-BASED PSYCHOTHERAPY**

This exploration of family and social systems at the higher levels of body organization is the...-

**SPECIAL POPULATIONS AND MULTI-CULTURAL ISSUES**

- **NICOL McCULLOUGH**

Each year this course addresses various clinical populations of interest to psychotherapists and creative arts therapists. Course content includes instruction in the theories and issues arising from...-

**THE BODY AND ITS PSYCHOLOGICAL PATTERNS**

- **SUSAN APOSHAIN**

This course is about the body. The body expresses our...-

**SECOND YEAR - FALL**

**THEORETICAL BASICS OF BODY-BASED PSYCHOTHERAPY**

- **DIAGNOSIS AND ASSESSMENT**

The first three classes are conceptual and assume a second...-

**MOVEMENT PSYCHOTHERAPY II**

- **MAGGIE BEARD-BULL**

This course is about body-based therapy and...-

**MOVEMENT PSYCHOTHERAPY III**

- **SUSAN APOSHAIN**

This course focuses on the subjective body's...-

**EXPERIMENTAL FLEXIBLE ELECTIVE**

- **SUBTOTAL**

**SECOND YEAR - FALL**

**INTEGRATING THERAPEUTIC MODALITIES**

- **SYSTEM SKILLS IN BODY-BASED PSYCHOTHERAPY**

This exploration of family and social systems at the higher levels of body organization is the...-

**SPECIAL POPULATIONS AND MULTI-CULTURAL ISSUES**

- **NICOL McCULLOUGH**

Each year this course addresses various clinical populations of interest to psychotherapists and creative arts therapists. Course content includes instruction in the theories and issues arising from...-

**THE BODY AND ITS PSYCHOLOGICAL PATTERNS**

- **SUSAN APOSHAIN**

This course is about the body. The body expresses our...-
EXTENDED SUPPORT SEMINAR
MICOL McDOUGHL
See description under Spring courses. 2.5 credit hours. SP'96

DANCE MOVEMENT THERAPY I
MICOL McDOUGHL
1.5 credit hours. SP'461

DANCE MOVEMENT THERAPY II
MICOL McDOUGHL
1.5 credit hours. SP'462

Spring

PSYCHOLOGY OF THE BODY I
CAROLYN HOBBES
This course focuses on somatic issues as it applies to the therapeutic process. With the approach, the body serves as a ground for identifying, working and appreciating one's state, psychologicly, emotionally and energetically. Course material combines experiential work with theorectical learning. Activities include body readings, breath work, hands-on body work, postural and movement observation, and perception and communication skills. From a body work perspective, participants learn about boundaries, expression, armor, resistance, conflict, pleasure, relationships, and the emergence of emotional states. Emphasis is placed on developing awareness and an honest relationship with one's natural patterns as a basis for working with others. 2 credit hours. SP'96

THEORETICAL FOUNDATIONS OF BODY-BASED PSYCHOTHERAPY I: DIAGNOSIS AND ASSESSMENT
JEANNE TOUGHER-RAHATZOEY
A continuation of the fall course with the same name, this class focuses on work in related fields which can nourish body-based psychotherapies. This include other expressive arts, verbal therapies, and other management techniques. Major emphasis is then placed on the therapeutic perspective of process-oriented psychotherapies and its impact on social systems. 2.5 credit hours. SP'92

MOVEMENT THERAPY SKILLS I
CHRISTINE CALDIEL
This course is a continuation of the fall course, designed as a practice ground for movement-based intervention. Emphasis is on increasing awareness and expression through the body, and assessing and working with resistance, tendencies, early imprints, and additions. 2.5 credit hours. SP'92

THE BODY AND THERAPEUTIC CHANGE
SUSAN APOPHYLLUS
Working with the body can provide excellent leverage for working with the mind. This study of the movement and psychology of the body system from SP'96 continues, by combining the theoretical tools of developmental movement and body reparation. We integrate an approach to diagnosis, therapeutic exchange and intervention. (Pre requisite: SP'96) 2 credit hours. SP'96

MOVEMENT ASSESSMENT
CAROLYN McDOUGHL
This course encompasses theoretical and experiential studies of body analysis and movement assessment from both mechanical and psychosomatic perspectives. Systems such as neuroanatomy, kinesiology, kinesiology, and kinesiology are studied. The relationship between assessment and diagnosis from a "body based" perspective is learned. 2 credit hours. SP'96

CLINICAL ORIENTATION I
MICOL McDOUGHL
See the Fall section for course description. 1.5 credit hour. SP'97

GROUP PROCESS I
JANE BYCHER, HELENA COOPER-LINDSAY, and BERNA MARX
See the Fall section for course description. Non-credit. SP'97

GROUP PROCESS IN DANCE THERAPY II
MICOL McDOUGHL
Continuation of SP'96. 1 credit hour. SP'98

DT INTERNSHIP SEMINAR I
MICOL McDOUGHL
During the second year, each student enters a clinical institution setting and, under ADTR supervision, leads dance therapy groups. The internship consists of 150 hours and includes participation in treatment team meetings, documentation, and formal supervision and in-service education. The classroom seminar focuses on clinical supervision with emphasis on ethical issues. 1.5 credit hours, SP'98

PROFESSIONAL PREPARATION
MICOL McDOUGHL
This course is designed to be a culminating seminar to prepare the student for professional practice. The emphasis is on ethical and legal issues, relationship between dance therapy and psychotherapy in clinical settings. The seminar will be taught by professional therapists, and employs a variety of techniques. 2.5 credit hours. SP'98

BIRTH AND DEATH IN BUDDHIST PSYCHOLOGY
CHRISTINE CALDIEL
In this course we explore the whole area of life, death and death issues that are rarely addressed in movement therapy. First, we examine the effects of pre- and post-natal stress on adult patterns and pathologies. Second, the dying process is introduced as a real experience of adult patterns and pathologies. Birth and death are treated as the two sides of the coin of the "living process." Specific techniques and interventions which address these processes are taught. 2.5 credit hours. SP'98

DANCE MOVEMENT THERAPY (DT) INTERNSHIP SEMINAR II
MICOL McDOUGHL
1 credit hour. SP'98

DT INTERNSHIP PLACEMENT II
MICOL McDOUGHL
2 credit hours. SP'98

GROUP PROCESS II
JANE BYCHER, HELENA COOPER-LINDSAY, and BERNA MARX
See the Fall section for course description. Non-credit. SP'98

BODY PSYCHOLOGY (BP)
INTERNSHIP SEMINAR I & II
SUSAN APOPHYLLUS
This year-long course is for body psychotherapy majors who have completed their textbook requirements. It involves intensive weekly workshops that assist the student in clinical and professional areas. 1.5 credit hours. SP'96/SP'97

EXTENDED SUPPORT SEMINAR
FACULTY
This course is designed to follow the two-year therapy requirement and is structured in a similar way. The course content is designed to work specifically with third-year issues, as well as provide continued contact with the department during the third year. It is a vital movement support group with weekly facilitation by Somatic Psychology Faculty. May be repeated one time. 0.5 credit hours. SP'98
Transpersonal Counseling Psychology M.A.

Program Description

Concentrations in:
- Art Therapy
- Music Therapy
- Transpersonal Psychology
- Humanistic Psychology
- Jungian Psychology

The Masters of Arts program in Transpersonal Counseling Psychology is designed to offer the student training in transpersonal and humanistically oriented therapeutic work with individuals and groups. In a setting of collaborative inquiry, students engage in a process that emphasizes the development of intellectual, emotional, social, and spiritual awareness. The coursework combines theoretical and experiential learning. The faculty provides diverse perspectives which allow students to formulate their own personal viewpoints. The program prepares students for the Licensed Professional Counselor Examination and qualifies them to work in agencies or private practice.

For admission requirements, see pg. 15.

The program is designed for the mature learner, and full-time study demands complete attendance to coursework that involves both academic rigor and personal development. Working students and active parents of young children are advised to attend part-time. Due to the training nature of the curriculum, we cannot guarantee that the program will necessarily be completed in the time planned by each student. The majority of our students complete the program in approximately three years.

1) Psychology Courses offer a variety of psychological, developmental, psychotherapy and healing. The psychology courses are Methods of Psychological Research, Child and Family, Development, and Family Systems.

2) The central course in the area of Transpersonal Studies is Transpersonal Psychology: The interplay between psychology and spiritual path. The experiential component of Transpersonal Studies provides training in moments-to-moment awareness and the development of compassion through such courses as Psychology of Meditation I and II, Meditation Practice I and II, and the various body awareness disciplines, including Tai Chi Chuan, Yoga, Aikido, and Hway. We expect students to maintain a contemplative practice while enrolled in the program.

3) The Concentration Area provides students the opportunity to study Transpersonal Psychology, Jungian Psychology, Humanistic Psychology, Art Therapy, or Music Therapy in greater depth. Electives in concentration areas may be chosen to complement a student's particular professional interests.

4) Clinical Training includes participation in group process and self courses which emphasize the student's personal and professional development. The clinical training courses are Counseling Relationship I and II, Group Dynamics, Clinical Assessment, Professional Seminar & Ethics I and II, and Special Topics such as sexual abuses.

5) Gestalt Awareness is a series of four sequential classes whose goal is the gestalt approach to individual and group process. It is explored experientially and as a tool for the development of psychotherapy skills. Students may qualify for a certification in Gestalt studies by completing two additional elective courses in Gestalt therapy.

6) Mentorship requires the student to participate in a counseling relationship with a qualified psychotherapist of his or her choice. This component emphasizes the importance of self-examination and firsthand experience in individual therapy. Mentorship requires documentation of 30 hours of individual psychotherapy with a qualified practitioner.

7) The Internship in Community agency prepares the student for later professional contribution. The M.A. program in Transpersonal Counseling Psychology is directed toward careers in the clinical profession. For the majority, the 200-hour supervised internship is a vital part of the program. Clinical field placements are arranged through the Naropa Institute and provide students with an opportunity to experience work in an area of specializa
tion such as child and family therapy, crisis intervention, outpatient or inpatient care, or alcohol and drug abuse counseling. On-site supervision, as well as classroom seminars, provide support and opportunity for self-examination. A written case study is required to demonstrate the integration of foundational studies with the internship experience. The actual length of the internship may vary between 9 and 18 months.

A list of some of the Boulder-County area agencies which have participated in the field placement program follow:
- Arapahoe House
- Arapahoe Mental Health Center
- Boulder County Mental Health Center
- Boulder County Sheriff's Office
- Boulder Veterans Center
- Colorado School of Healing Arts
- Corporate Psychological Services
- Storage Technology Corp.
- Family Tree, Inc.
- Hospice of Peace
- Human Services, Inc.
- Jefferson County Mental Health Center
- Larimer County Mental Health Center
- Mental Health Corporation of Denver
- Multicultural Counseling Center
- University of Colorado
- Pathways Counseling Center
- Sexual Abuse Team, Boulder County Social Services
- The Counseling Center
- Women's Resource Program, Boulder Community Hospital

Agencies currently participating in the Field Placement program for the Art Therapy concentration are:
- Adams County Mental Health
- Aurora Mental Health
- Colorado Christian Home
- Boulder County Mental Health
- National Jewish Center for Immunology & Respiratory Medicine
- Presbyterian/St. Luke's Hospital
- Summit Program

Transpersonal Counseling Concentration Areas

Students focus their studies in one of three areas: Transpersonal, Jungian, or Humanistic Psychology. Of the five electives that students may choose, four must be in the area of their choice. The fifth may be chosen from a wide selection of courses at Naropa, including courses from other concentrations.

Concentration in Transpersonal Psychology

Transpersonal Psychology recognizes the individual as part of a whole greater than himself/herself, and is characterized by the study of levels of consciousness beyond ordinary ego development. Spiritual or transcendent experiences are examined in relationship to the individual and culture. Students have the opportunity to study world religions and mystical traditions from psychological perspectives. Classes
### Concentration in Humanistic Psychology

This concentration offers courses in humanistically-oriented psychologies and psychotherapies, including Maslow’s work on human potential, Rogers’ person-centered therapeutic orientation, Perls’ focus on awareness and “honesty,” and Satir’s approach to family therapy. True to the tradition of humanistic psychology, classes emphasize individual relationships and the awakening of our inner wisdom. coursework in Organizational Development is included in this area.

### Concentration in Jungian Psychology

Carl Jung contributed significantly to the development of a transpersonal orientation which views life as a journey toward wholeness. His work focuses on the power of the unconscious, and the necessity for attention to the messages of dreams and to the symbols of world traditions and myths. This concentration focuses on the major theoretical concepts of Jung, the therapeutic applications of his work, and the student’s own inner development.

### Concentration in Art Therapy

Students pursue theoretical and experiential coursework designed to prepare them for licensure as Licensed Professional Counselor and as a Registered Art Therapist. To meet these requirements the curriculum includes 36 credits of art therapy courses and 37 credits of counseling psychology courses. The Art Therapy Program must be taken in either two or three years.

### Concentration in Musical Therapy

This program is designed to prepare students for credentialing as a Licensed Professional Counselor and as a Certified Music Therapist. To meet these requirements the curriculum includes 36 credits in music therapy and 31 credits of counseling psychology (64-65). Due to the clinical component of this program, students must attend full-time. The basic program follows the path to the M.A. in Transpersonal Counseling Psychology, with the Music Therapy curriculum serving as a concentration area.

### 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/or parenting. Most students complete the program in three years, and students must complete the program in four years.

**First Year - Fall**
- Methods of Psychotherapy
- Psychological Mediation I: Mindfulness Training
- Counseling Relationship II
- Child Development
- Gestalt Awareness II

**First Year - Spring**
- Counseling Relationship II
- Transpersonal Psychology
- Meditation Practicum I
- Adult and Career Development
- Group Dynamics and Leadership

**First Year - Summer**
- Critical Assessment
- Family Systems
- Elective
- Sexual Abuse

**Second Year - Fall**
- Field Placement
- Professional Seminar & Ethics I
- Psychotherapy of Mediation II: Applications to Counseling
- Coordination Elective
- Gestalt Awareness III

**Second Year - Spring**
- Field Placement II
- Professional Seminar & Ethics II
- Transpersonal Practicum II
- Concentration Elective I
- Body Awareness Elective

**Second Year - Summer**
- Research & Statistics
- Elective
- Forensic (can also be taken in Fall or Spring)

**Second Year - Fall**
- Art Therapy I
- Art Therapy Summer Institute
- General Elective

**Second Year - Spring**
- Art Therapy II
- Creative Media Elective
- Elective

### Courses

**Battery**
- History of Therapy & Art Therapy Foundations I
- Art Therapy Foundation II
- Art Therapy Essentials
- Methods of Psychotherapy
- Psychological Mediation I

**Battery II**
- Art Therapy Foundation II
- Group Art Therapy Skills II
- Clinical Observation in A.T.
- Counseling Relationship II
- Transpersonal Psychology
- Transpersonal Psychology & Leadership

**Battery I**
- Adult & Child Development
- Art Therapy Summer Institute
- Family Systems
- Critical Assessment
- General Elective

**Battery II**
- Professional Seminar & Ethics I
- Social Populations & Multicultural Issues
- Imageography & Practice Skills III
- Psychological Mediation II

**Battery I**
- Field Placement
- Professional Seminar & Ethics I
- Counseling Relationship I
- Body Awareness Elective
- Research & Statistics II

**Battery II**
- Art Therapy Practicum I
- Art Therapy Practicum II
- Art Therapy Practicum III
- Elective
- Music Therapy Practicum II

### Summer Courses

- Elective
- Music Therapy Practicum I
- Music Therapy Practicum II
- Music Therapy Practicum III
- Music Therapy Practicum IV

**Spring Courses**
- Counseling Relationship II
- Music Therapy II
- Group Dynamics & Leadership
- Transpersonal Psychology
- Body Awareness
- Adult & Career Development
- Music Therapy Special Populations
- Practicum I

**Summer Courses**
- Family Systems
- Critical Assessment
- Elective
- Music Therapy: Pre-Field Placement

**Second Year - Fall**
- Field Placement
- Professional Seminar & Ethics I
- Counseling Relationship I
- Body Awareness Elective
- Research & Statistics II

**Second Year - Summer**
- Research & Statistics
- Elective
- Forensic (can also be taken in Fall or Spring)

**Second Year - Fall**
- Art Therapy I
- Art Therapy Summer Institute
- General Elective

**Second Year - Spring**
- Art Therapy II
- Creative Media Elective
- Elective

### Total Credits

- 60
- 60
- 60
- 60

### Notes:

- The Body Awareness elective & general electives can be taken at any time during the programs.
- The Research & Statistics course can be taken during either the Fall or Spring semesters.

### Requirements for Concentration in Music Therapy

Several of these courses are offered each year in the Humanistic Psychology, Jungian Psychology, and Transpersonal Psychology concentrations. See course descriptions, included in this catalog.

**Faculty:**
- Eleanor Alden
- Angie Arien
- Dale Asral
- Gary Barlow
- Marsha Belfal
- Linda Bethel
- Laura Brat Pitt
- Janet Buchanan
- Elizabeth Bowers
- Robert Cramer
- David Cronkite
- Betty Cannon
- James Carman-Cohn
- Brenda Carter
- Daphne Charles
- Ben Cohen
- Sharon Conover
- John Davis
- Andy Doloreen
- Roland Edson
- Donna Ettor
- Meir Elidan
- Kathryn Ferris
- Judith Green
- Martin Gordon
- Donna Guth
- Wayne Hanson
- Claudia Hinkle
- Doug Horsh
- Ron Hurlbust
- Christine Katharine
- Terry Keene
- Sheldon Kasner
- Bette Murom
- Rick McGraw
- Gary Mueller
- Deathy Newman
- Susan Newman
- Rachel Porter
- Patricia Reaume
- Claire Riley
- Elizabeth Roberts
- Diana Rudin
- Laura Rutledge
- Mary Sedgwick
- Joan Schuman
- Allan Shipp
- Stephen Snow
- Harriet Stahler
- Lois Sywny
- Bruce Taliaferro-Ughele
- Fred Ullberg
- Laurie Waterman

### Spring Courses

- Counseling Relationship II
- Music Therapy II
- Group Dynamics & Leadership
- Transpersonal Psychology
- Body Awareness
- Adult & Career Development
- Music Therapy Special Populations
- Practicum I

### Summer Courses

- Family Systems
- Critical Assessment
- Elective
- Music Therapy: Pre-Field Placement

### Total Credits

- 13
TRANSFORMING ADDICTION

The course explores drug and alcohol dependence, other addictions, related co-dependency, and their effects upon individuals, families and therapy. Resources for healing are explored. 12-Step recovery programs are analyzed and their relevance assessed. Guest speakers include both former recovering addicts and those in the recovery field. Intervention, in-patient, and out-patient treatment are discussed. Personal process naturally occurs and is addressed. The concept of the "inner child," and addiction as a family disease are included. A beginning exploration into transpersonal therapeutic approaches is offered. Role playing and other experiential techniques are used. 1 credit hour. HPE111

BUDHIST PSYCHOLOGY: MAITRI AND COMPASSION

MARVIN CASPER, LVC-OPHARM

The main practice was developed by Chogyam Trungpa Rinpoche, from traditional Tibetan yoga techniques. This practice, particular postures and specially designed rooms involve a variety of psychological spaces from which arise different styles of thought and emotion. In this course, we explore the major types of psychological spaces, their relation to pride, passion, paranoia, frustration and aggression, and the Buddhist approach to sanity, neurosis and psyches. Students attend a weekly lecture, practice in the main room and participate in a smaller group for more personal processing of the material. 2 credit hours. PSY570

ORDINARY LEADERSHIP: WORKING GENUINELY WITH OTHERS

SUZAN SKEL

The ability to effectively lead others is inherent within all of us. In this course, we approach leadership as an inner path of discovering our own sanity and power as we live in the world. Participants work in teams to experience their leadership preferences and blind spots and to expand their understanding of how to work with others. We study Eastern perspectives as well as contemporary Western management methods. Lecture, discussion, team activities, and meditative exercises are included. 2 credit hours. SNH530

CROSS CULTURAL TRANSPERSONAL PERSPECTIVES

ANGELA ARRELLAS

Cross-cultural values and experiential practices from ancient wisdom and modern techniques are presented to courses taught by Angelas Arrellas. These courses include study of traditional story telling, four archetypes found cross-culturally that include the Warrior, the Healer, the Teacher, and the Vase, and study of the mystical path. Fdaional applications of coursework include opportunities to engage self-explorative techniques, authenticity, communication, and cooperation within families, teams, organizations, and communities. 1 credit hour. TRP455

PSYCHOGENESIS: THE BRIDGE BETWEEN PSYCHOLOGY AND SPIRITUALITY

SHANNON STAMBERGER

Psychotherapy is called the bridge because it offers a framework, based and methodology which enable both the therapist and client to view the personal as the vehicle through which the Self or Spirit can be expressed. Further it explores what issues and dynamics limit the expression of the Self. Psychotherapy, developed by Assagioli in the early 1900's, is one of the main components of the transpersonal psychological. 2 credit hours. HPE937

INTRODUCTION TO SANDPLAY

DEETJ JACOBSON

This course introduces students to the techniques and process used in the practice of Sandplay therapy, as developed and taught by its founder, Dora M. Kalff. Sandplay, which draws its theoretical base from Jungian psychology, uses a small sand tray into collection of miniature figures with which clients create pictures or scenes. This actively enables clients to symbolically express and work through unconscious contents, activating healing movement in the psyche. Offered every other year. 2 credit hours. JNE70

HUMANISTIC APPROACHES TO PSYCHOTHERAPY

RICHARD BATES

Humanistic psychology is an overview of the major humanistic approaches to personal growth and counseling. Some of the basic concepts and approaches developed by Rogers, Maslow, Perls, Perls, and Satir are covered and experiential exercises. Offered every other year. 2 credit hours. HPE611

JUNGIAN ART THERAPY

DEBORAH BOWMAN

Using art as the language of unconscious and transpersonal processes, Jungian concepts are explored through the use of various artistic media. Emphasis is on both theoretical and experiential components. No artistic talent or experience is necessary. Prerequisite: JNE63. 2 credit hours. JNE39

GOLD IN THE SHADOW: POSITIVE ASPECTS OF SHADOW MATERIAL

ELAINE ALDEN

This course examines the positive aspects of the feared, unknown, and rejected aspects of the psyche. We look at both personal and collective shadows, how they influence our individual lives, our relationships, and our culture. Using Jung's description of the flow of psychic energy, fairy tales, myths, dreams, and present day events, we look at ways to integrate the positive aspects of the shadow material. 1 credit hour. JNE70

Courses Proposed for Future Academic Years

MUSIC THERAPY:

PRE-FIELD PLACEMENT

This class is intended to prepare seniors for the Music Therapy Field Placement. Students provide music therapy services in a community agency setting with a diverse population. Clinical experiences are discussed during weekly class meeting, and each student presents a case study. 2 credit hours.

PROFESSIONAL SEMINAR IN MUSIC THERAPY

LAUREN ROSENTHAL

This course provides a supportive and instructive forum for students enrolled in Music Therapy Field Placement. Issues relating to professional music therapy practice will be discussed. Topics covered include ethics, lettering, therapy style and techniques, and the function of the music therapist in various health care settings. Students discuss these issues as they relate to their specific field placement setting. 2 credit hours.

MUSIC THERAPY FIELD PLACEMENT

This course will be offered to music therapy students for a total of 900 hours in a community agency setting. It is a field placement in accordance with AAMT regulations. The field placement includes participation in team treatment meetings, documentation, clinical supervision, and independent supervision. 3 credit hours.

MUSIC THERAPY EXPERIMENTAL I

This course focuses on developing self-awareness through the music therapy experience. Students work with techniques such as GM, vocalizing, and expressive improvisation to explore the inner landscape and express their responses to music. 2 credit hours.

MUSIC THERAPY EXPERIMENTAL II

Continuation of Music Therapy Experimental I. 2 credit hours.

PROFESSIONAL SEMINAR IN MUSIC THERAPY

LAUREN ROSENTHAL

This course provides a supportive and instructive forum for students enrolled in Music Therapy Field Placement. Issues relating to professional music therapy practice will be discussed. Topics covered include ethics, lettering, therapy style and techniques, and the function of the music therapist in various health care settings. Students discuss these issues as they relate to their specific field placement setting. 2 credit hours.
Writing & Poetics M.F.A.
The Jack Kerouac School of Disembodied Poetics

Program Description

A Mecca for 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 literary arts, linked to a college "department" than an integral community of writers and scholars. It simulates the old Greek academy, a walking group of freer in which edge and younger writers collect to exchange ideas and technique. It conforms classical roots where poets, philosophers and yogins sat alongside one another to practice and debate their various arts. Our academic offers specific training in the composition of poetry and prose fiction, as well as opportunities for translation and the writing of creative, scholarly non-fiction. Regarding language as the principal and most treasured repository of human culture, the Department of Writing and Poetics at the Naropa Institute honor the domain by studying oral and written literatures from their pre-classical, tribal origins to their most recent manifestations in modernist and post-modern forms of writing.

For admission requirements, see pg. 16.

The Naropa Institute's MFA Program in Writing and Poetics emerged directly from the Jack Kerouac School of Disembodied Poetics, founded in 1974 by Allen Ginsberg and Anne Waldman. For two decades it has been a haven for a tradition of counterculture and Rebel Angels, a lineage in America derived from the innovations of Whitman and Dickinson, the visions of Melville and Poe, and the social activism of Frederick Douglass and Thoreau. The program has cultivated mindfulness, a keen attentiveness to language, and social awareness as tools to any writing practice. From its inception the school has taken its name as a remembrance of the Beat writer and poet Jack Kerouac. Writing, students will not accept criticism from anyone who has not himself or herself produced a notable work of literature. A company has been Gertrude Stein's notion that in writing, one is always a beginner.

In addition to the pursuit of one's personal writing, students working towards an MFA may lead Summer Program workshops, work as assistants to visiting faculty, participate in community reading series, and through Project Ochreton develop teaching skills in prisons, elementary schools, homes for the elderly and among the homeless. We cultivate these activities in recognition of the larger community within which Naropa operates.

Our belief is that when a student graduates from the Naropa Program in Writing and Poetics, she or he will have developed the confidence, skills, and strength of character to undertake an active role in the life of the mind— as writer, teacher, editor and/or publisher. Though we have designed the curriculum for students with a tough-minded commitment to writing as a profession or avocation, it is open to all persons whose interest and desire are to go directly to the mind-born sources of poetry and fiction, and to grapple with the delights and responsibilities found there.

Throughout the academic year, during the annual Summertime Program, and while attending classes led by visiting faculty, students encounter the accomplished and provocative writers of our time. The Kerouac School enjoys international notoriety, not as a place where pre-formed ideas and issues simply get aired, but where discovery, challenges and debate are everyday occurrences—particularly during the Summer Program, when numerous guest faculty visit with reports from all quarters.

The MFA curriculum balances a training in the techniques of writing, which we examine in small workshop settings, with an examination of the way one learns to locate, read, speak, and think about transformative matters of the past. Thus Poetics, or a considered examination of all the elements that enter verses or prose, varying our literature classes and seminars. Periodically we introduce courses in jazz, ethnopoetics, mythopoetics, social action, hermeneutics and semantics, leading upon accomplishments and interests of visiting and resident faculty.

Naropa also offers the student access to incomparable archival holdings in the recently constructed Allen Ginsberg Library. For nearly twenty years the "best minds" of several generations have visited Naropa to teach and lecture. The campus library contains thousands of hours of audio recordings on and by members of the Beat Generation, New York School, Black Mountain, and "language outlaws" writers, as well as tapes of classes, readings and talks by dozens of other contemporary writers and scholars. Allen Ginsberg, Anne Wiliams, Stan Brakhage, John Cage, Pauline Oliveros, and others have been among the many who have participated in Naropa's summer program. In recent years these holdings have been augmented with a large selection of video tapes.
Project Outreach
Under the troubled social conditions and shabby cityscapes of recent times, burgeoning numbers of people are being denied basic cultural needs. Directed by MFA students, Project Outreach places members of the Karuso School at local prisons, schools, homeless shelters, halfway houses, homeless and retirement homes, to unlock the voices of others, to inspire and to instruct them in the language arts. Students receive course credit while going into the world as cultural workers, improving and sharpening their own teaching skills.

Bengay Bombay
Consoldated in the mid-seventies—16 pages handprinted with elegant vertical text, all generated by an army company of women, men, pros, angels and demons—the Journal of the Karuso School is edited and published each year by MFA students. They oversee its production, from the hunting out of contributions to typesetting, layout and design. Issues are available at the beginning of July.

Students for Ethnic Inclusion
Karuso School members raise money through benefit readings and other rituals, making the Zen Nechi Harkon Scholarship available to minority writers of exceptional promise. Allied to this is the school's given Saturday art to a student from the Institute of American Indian Arts in Santa Fe.

The Kaysuunaps Press at the Harry Smith Print Shop
In October, 1963 the Writing Program moved its first print shop onto the Karuso campus. There are reading circles and workshops for students who wish to learn to read and print the work of such diverse people as Dennis Brutus, the handmadepapers, elegant inscriptions and plan or proof proofread. The print shop has edited a fine arts catalog to the Writing Program, and future issues will include bookbinding and paper making. The press has headquarters on the small college where film maker, musikogist, and poet Harry Smith lived out the last 10 years of his life.

The Zen Mountain Monastery Residence or Internship
MFA students may take up residence for a semester at the Zen Mountain Center at Mount Kirey, New York. In order to work on their manuscripts in a contemplative context, interns are also available for students who would like to find such solitude and purification. This program is in the monastery's Chorang Center building.

The Summer Writing Programs
The Summer Writing Program, which lasts four weeks each year during the month of July, provides an opportunity for students to work in a supportive, creative environment. As many as 40 guest writers descants from across the country and the planet to join resident faculty and students in a vibrant tent set up on the Narcissus lawns. The summer becomes an intense, exhilarating residency of workshops, readings, seminars, and faculty/student interview. Topics explored in recent years include Ecology, Ethnopoetics, Investigative Poetics, Gender and Feminism, and Performance. From its inception the Summer Writing Program, internationally famous, has attracted scholars and students from both America, Europe, Asia and Africa. Students meet and study with a range of writers: professors, the poets, scholars and novelists who have upset the tables, and windmills of the literary maps in this city. The institute has the opportunity to establish students' day-to-day workshops, working and reading best suited to their own temperament. In addition to the regularly scheduled schedule of study during the Summer Writing Program, all students follow a one-month MFA track—either to concentrate in either poetry or prose. Recent instructors of these three-month courses include Joanne Kyger, Beverly Lowry, Charles Sizemore, and Anne Waldman. The Summer Writing Program requires a writer to have included in the overall MFA portfolio since two semesters are required for students completing their degree.

The Academic Year
The Fall and Spring semesters following the Summer Writing Program consist of a different rhythm. Each semester we offer several core courses and at least one variable of Literature courses in which students sign up together with, and in the absence of the attention of resident faculty and student workshops. Workshop work on the writers who operate within the Outside Lineage (see course listing). Coursework of Fall and Spring semesters includes regular substation of original work for criticism. The program is in the kind of performance that literature most fully provides the creative, ongoing dialogue with students and faculty, and elective workshops and public collaboration with the departments of Theater, Music and Dance. Because there is 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.

Manuscript
In keeping with the dual approach of the department—writing and Poetics—of the student entitled both a creative manuscript (95-150 pages of poetry or 100 pages of essay) and a critical essay of 25 pages. The program generally takes two to perhaps three semesters for the writing and Poetics MFA.

Requirements for the Writing & Poetics MFA
Poetry Track Students must take Practice of Poetry I and II. Ecstatic Poetry Track Students must take Practice of Process I and II. All MFA students must take two one-credit classes called Practica. These two credits may not be fulfilled by studying.

Writing Workshop
Writing workshops in prose and poetry are offered each semester. Each fall semester a workshop in translation is offered, and occasionally other workshops are offered in playwriting and creative non-fiction. Students are encouraged to develop expertise in a variety of compositional modes.}

Seminars and Literature
Seminars are semester-long courses with a limited enrollment. They examine in depth a single writer's work or a specific theme in literature. Seminars may range from Greek drama to surrealism as poetry, from Elizabethan tracts of Asia to the lives of writers who have inspired these movements, the classic Modernists, the Objectivists, the Imagists, the Beat generation, the eternal Renaissance, the Black Mountain School, the Harlem Renaissance. All seminars require critical work. Literature classes require students to submit criticism, typically 5-10 pages.

Admissions
Admissions to the Department is competitive and based on faculty review of a sample of submitted writing (15 pages of poetry or 20-30 pages of prose). We also consider previous academic record, letters of recommendation, and a personal statement of interest. Admission requires a B.A. degree. MFA students generally enter the program during the summer writing program at the beginning of the fall, though we make exceptions for students who have to enter at the beginning of fall or spring semesters. For more information on admissions procedures, see the Admissions section of this catalog.

Writing Workshop
Workshops in prose and poetry are offered each semester. Each fall semester a workshop in translation is offered, and occasionally other workshops are offered in playwriting and creative non-fiction. Students are offered a choice of introductory workshops or one course in a contemporary topic. Students are offered a choice of introductory workshops or one course in a contemporary topic.
POETRIES AND CULTURES OF INDIA
ANDREW SCHOLTEND
This is the title of the course. It is followed by a description of the course. The course is about India and its poetry. It is followed by the instructor's name, Andrew Scholtend. The course is worth 3 credit hours.

ETHNOPOETICS
ANDREW SCHOLTEND
This is the title of the course. It is followed by a description of the course. The course is about ethno-poetics. It is followed by the instructor's name, Andrew Scholtend. The course is worth 3 credit hours.

TRENDS IN CONTEMPORARY AMERICAN POETRY & FICTION
FACULTY
This is the title of the course. It is followed by a description of the course. The course is about trends in contemporary American poetry and fiction. It is followed by the instructor's name, Faculty. The course is worth 3 credit hours.
Shambhala Training

"Warship is a path or a thread that runs through your entire life. It is not a technical that you apply when an obstacle arises or a situation in which you feel discouraged. Warship is to learn to be genuine in every moment of your life. That is the warrior's discipline."

Student: "Why Shambhala? The Sacred Path of the Warrior," by Chogyam Trungpa Rinpoche

The Shambhala Training Program is a series of weekend programs that cultivate the expansion of warriorship. Students learn the technique of meditation and practice lifestyle changes, which is open, friendly, and practical. The weekends include talks by the Director, individual meetings with a meditation instructor, group discussions, and periods of meditation. The weekends are conducted in an atmosphere that resists the intellectual-tying 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 what is and the world more clearly, and to develop a personal understanding about 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 potential nature which is united, cleared, and pure. In each level, this ground is explored and understood as personal softness and availability to oneself and others. The path involves seeing that understanding, and putting it into effect as an expression of resilience and skillful action in the world. The fruition is a growing surface of self-organization which conveys a vibrancy of both patterns and intentions. This growth is referred to as the dawn of the Great Eastern Sun.

Program Details

The five levels of the Shambhala Training curriculum are as follows:

Level I: Ordinary Magic
Level II: Birth of the Warrior
Level III: Other Training 1 (2 consecutive weekends)
Level IV: Other Training 2
Level V: Open Sky: Primordial State

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

Relationship to the Institute

The vision of Shambhala Training is closely connected with the educational principle of The Naropa Institute. The siting practice of meditation (mindfulness/knowledge) as presented in Shambhala Training offers a comprehensive complement to the classroom experience and a further honing of interest and intuition.

In order to encourage this close 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. The three credits can only be received by completing all five levels of Shambhala Training within one academic year (September through May of the school year) and approximately May of the following year, when the next Level V occurs. It is highly recommended that students begin the Shambhala Training Program in the early autumn so that they have more time to complete the entire program.

Credit Information

Shambhala Training can be taken for out-of-residence (OOR) credit. Students and their faculty advisers must be aware of the limited number of OOR credits that can be taken towards a degree, as well as the number of credits required in most courses. (See the Academic Information section of this catalog.)

Non-Credit

Shambhala Training is available on a non-credit basis. In this case, students do not register at Harpur. Full-time Naropa students receive a 25% discount off the normal cost of five levels, which can be applied to the Naropa’s Online Degree Program.

Payment Schedule

Level Cost to Public Full-Time Student Cost Non-Credit (25% off) OOR Credit Level I: Ordinary Magic $1050.00 $787.50 $787.50 Level II: Birth of the Warrior $1395.00 $1021.25 $1021.25 Level III: Other Training 1 (2 consecutive weekends) $1650.00 $1237.50 $1237.50 Level IV: Other Training 2 $1750.00 $1312.50 $1312.50 Level V: Open Sky: Primordial State $1850.00 $1406.25 $1406.25 TOTALS: $7450.00 $5032.50 $5032.50 to Naropa for 3 OOR credits 3.0

Contemplative Psychotherapy

Although the Contemplative Psychotherapy Department does not have four-week programs, the "Seven-Day Mind Training Program for Mental Health Professionals" is an important intensive held each summer. Based on Dzogchen Awareness practice, this training is a rare opportunity for clinicians to experience meditative and mental health fields to deepen their professional creativity and to thread other disciplines of contemplative psychotherapy.

Education

The Summer Education Program offers a broad selection of courses designed to appeal to students returning from a year at home. Themes cover a wide range of topics from neuroscience to dance, to nourish the heart as well as the mind. Teachers, parents, and anyone interested in a contemplative approach will find courses for recreation or for personal growth. Areas offered include dance, drama, storytelling, and avocational writing. Specialized courses in nutrition and administration of psychoactive drug certification are also offered.

Faculty in summer 2000 will include Dee Joy Adler, Alice Renos, Richard Noonan, and Bradley Keeler. Recent Summer faculty have included Lee Beam, Annicka Crawford, Gene Reilly, Inge Kaimholz, Lisa Shinn, and Lee Whitty.

Environmental Studies

The Environmental Studies Program offers B.A. and M.A. level courses, which integrate with the year-round curriculum. Each course is characterized by a specific faculty that reflects the biocultural relationship between humans and natural systems. The theme for summer 1996 was "Coming Home: Deep Ecology and Native American Perspectives." Themes in future years have included "Biogenetic Ecologies," "Deep Ecology and Education," "Deep Ecology and Buddhism," and "Sustainable Communities." Educators, psychologists, religious leaders, environmentalists, farmers, gardeners, and scientists will find many useful settings for a rich learning environment.

Faculty in summer 1996 included: Elizabeth McGee, John Van Vossen, and Stephen Davis.

Four-Week Programs

Buddhist Studies and Religious Education

These two departments have expanded their offerings to include a rich array of courses that focus on themes such as interreligious dialogue, Tibetan language, Buddhist psychology and practice, as well as Zen and Vajrayana practice interludes.

Faculty in summer 1996 included: Lama Karma Rinchen, Sachiko Motokawa, Daniel Baker, Rashi, Father Theopold Roy, Father David Danyi, Kevin Casey, Michael Delfini, Uta Tapp, Tenzin Lamjoe, and Annapurna Fincher.

Summer Program

The Naropa Institute Summer Program hosts nationally and internationally known schools and artists who are leaders in their fields to present innovative summer programs. Each year, summer faculty and students combine into the study of specific disciplines, art, music, psychology, and writing, with sitting meditation and other contemplative discipines. This integrative approach to learning cultivates a deeper understanding of the future and relationship of body and mind.

Throughout the summer program, the Naropa Institute seeks to create a fertile ground for collaboration and the sharing of ideas. Students may choose to immerse themselves in one field of study or to choose from the wide array of courses within their own interdisciplinary approach.

1996 Summer Dates: June 19 - July 30 (Approximate Dates)

Conferences and Workshops

Each year, major conferences, workshops and intensives, bring together leaders in their fields, highlight our summer schedule.

Past years these have included:
- "Coming Home: Deep Ecology and Native American Perspectives"
- "Body Psychology Symposium: Engaged Spirituality; Christian and Buddhist Perspectives"
- "Tibetan Language Seminar" and "One-Month Short Course: Naropa and the European Dances Development Corporation Workshop"
- "The Complete Actor: A Summer Intensive Workshop" and "Theatre on Campus Workshop"
- "The Natural Psychology: The State of the Art" and "Healing the Heart of Creativity"

Gerontology and Long-Term Care Management

The Gerontology and Long-Term Care Management Department offers courses that include aging and death, creativity, appreciation, and acceptance when working with older age. The Gerontology department offers at least one course during the summer program. Recent summer courses include "Ethnogerontology Workshop" and "Working with Elders in Dance and Theatre."
Music courses offer the freedom to explore individual styles and creativity while honing their technical skills. Close contact with a faculty of renowned recording artists, jazz musicians, and composers provides a stimulating environment for musical learning. Students are encouraged to investigate the music of many cultures and historical periods while coming to a deeper appreciation of each person's unique musical identity.

Classes have included Haitian and African music and dance, creative improvisation and composition, playing in specific musical instruments, voice, theory, jazz history, ensemble performance, and studio recording techniques. Present day sessions, concerts, and opportunities for personal consultation with the faculty make this a unique and exciting setting for the student's personal growth.

Faculty in summer 1984 included: Art Labro, Donn Giovanni, Jay Clayton, Cecil Taylor, Bobo Addy, Dan Campion, Steve Gibbs, and R. Davis Azaria.

Somatic Psychology

The Somatic Psychology summer offerings feature an array of streams in this growing field. Recent offerings have included courses on interactional and relational arts, addictions, dance therapy, creative arts modalities in counseling, group movement process, and basic dance therapy theory. The rich body of courses includes a Body Psychology Symposium, a gathering of Somatic psychologists in the field of somatic psychology. They present both theory and experiential exercises of somatic fields.


Traditional Eastern Arts

Traditional Eastern Arts, the heart of Nripa's approach to contemplative education, offers students an opportunity to experience meditation, Shambhala training, Bushido, Raga Sining, Yoga, Tantric Chiran, Alloko and Akido with master teachers. Traditional Eastern Arts courses arise from meditative awareness, the understanding which simply appreciates the nature of things as they are. The purpose of these practices is to experience ourselves and the phenomena of our lives directly and to express our experience without distortion. The courses seek to translate spiritual understanding into physical movement, and provide the space and training for integration of body, mind and spirit.

Faculty in summer 1984 included: Jane Fages, Bastet Fages, Bob Wilson, Ravi Dhamala, C. Kalib, and John W. Collin.

In addition, recent Summer faculty have included Aneesha Heyesh, and Lenze W. Willame.

Transpersonal Counseling Psychology

The Transpersonal Counseling Psychology Department offers a selection of courses core to students interested in exploring the new avenues of personal growth.

Topics include the archetypal, the mythic, the light of the wisdom traditions, addictions and treatment, and issues and sexual abuse.

Faculty in summer 1984 included: Eileen Aldred, Agnieszka Adams, Claudia Aronson, John Cleph, Robert Evans, Virginia Kline, Nora Silb, Robert Hall, Terry Martin, Bruce Moon, Nancy Gould-Obby, Laura Purganski, Barbara Stone, Frances Vaughan, and Roger Walsh.

Visual Arts

The Visual Arts Program offers a unique opportunity to explore the arts from both traditional and contemporary Eastern and Western traditions. Oil and acrylic work, mandalas, mask-making, print-making, as well as drawing and watercolor painting, are balanced with Thai-tangha and Chinese brush painting.


The Summer Writing Program

Since its beginning in 1974, the Summer Writing Program has offered a month-long workshop for students, scholars, fiction writers, poets and translators, in dialogue with renowned practitioners of the verbal arts. Students investigate these topics for their own purposes: the composition of poetry and prose. Faculty and students meet individually and in small groups each day, so that beginning and experienced writers may find equal challenge in the program.

Participants work in daily contact with some of the most accomplished and individually provocative writers of our time—writers and performers currently shaping the directions American writing is taking. The tradition emphasized belongs to the "outside" of mainstream culture, which "outside" of mainstream culture, which "outside" of mainstream culture, which "outside" of mainstream culture. A tradition outside the cultural mainstream—a tradition outside the creative tradition of the New American writing is taking. The tradition emphasized belongs to the "outside" of mainstream culture, which "outside" of mainstream culture, which "outside" of mainstream culture, which "outside" of mainstream culture.

The 1984 Summer Program was significant because it highlighted Nripa's 20th anniversary and included a special conference "Sawas & Other Ritual Angelic: A Tribute to Allan Ginsberg." Award-winning writers included: Allen Ginsberg, Robert Rosset, Michael Chiklis, Francesco Clemente, Gregory Corso, Robert Creeley, David Colker, Lawrence Ferlinghetti, Philip Glass, Bobbie Louden, Louis Nivakoff, Robert Nelson, Ken Price, Joyce Kogler, Susan Oss, Marjorie Perloff, Steven Ringstrom, Ed Sanders, Andrew Solomon, Gary Snyder, Anna Waldron, Arno Berlin, Kenji Habata, Laura Thomas, Quincy Troupe, Sylvia Voch, Neil Leblanc Wilson, Silke Fyzi, Simon Ochet, Leslie Scallop, Ron Silverman, Diane Averch, and others.

The Summer Performing Arts Series

Each summer, the Nripa Institute offers a lively performing arts series in which students, artists, writers, poets and scholars from the Summer programs, as well as guests performers, give performances and talks open to the general public.

More Information

For more information about the upcoming program contact: The Nripa Institute Summer Program Office, 2727 Avenue Avenue, Studio, Colorado 83202-6507, (305) 441-0202.
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Carol McDowell, Director of Performing Arts Center
James Little, Director of Facilities

Laurie Widmer
M.A., LPC, Antioch University, Gold Mountain Institute of Humanistic Psychology. Ms. Widmer has trained in a number of methods in the humanistic and experiential fields. She has extensive experience as a group counselor, psychotherapist and teacher in a variety of public and private settings. She is a nationally known speaker and seminar facilitator. For the past five years she has been building the natural and organic food industry in the human body and how these changes are linked through nutrition with spirit.

Jani Williams
B.A., University of Vermont; M.S.W., University of California. Ms. Williams is a GEDL (Citizen's Legal Development) in the Boulder area. She is currently the Director of Counseling at the Boulder County AHS Project. Ms. Williams also maintains a private practice.

Don Williams
M.A., University of Rhode Island; Ph.D., University of Hawaii; Director, Autostrade, Automaticity, Inc., Los Angeles. Dr. Williams has been a private practitioner as an analyst and therapist for over 20 years and has extensive training in psychodynamics. He is the author of the book "The College of William and Mary: A History," which has been published in several languages, including the book "Border Crossing.""