THE NAROPA INSTITUTE

1995-1996 CATALOG
The Naropa Institute

A Contemplative College
of the Arts and Humanities

1995-1996 Catalog

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North Central Association of Colleges and Schools

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# Academic Calendar 1995-96

## Fall Semester 1995

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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 provoke 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 Whitehouse Cobb
President
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The Mission of The Naropa Institute is to:

1. offer educational programs that cultivate awareness of the present moment through intellectual, artistic, and meditative disciplines;

2. foster a learning community (composed of students, faculty, staff, trustees, and alumni) that uncovers wisdom and heart;

3. cultivate openness and communication, sharpen critical intellect, enhance resourcefulness, and develop effective action in all disciplines;

4. exemplify the principles grounded in The Naropa Institute's Buddhist educational heritage;

5. encourage the integration of world wisdom traditions with modern culture; and

6. be nonsectarian and open to all.
The Nanopa Institute Mission

These six elements of the Mission Statement have their roots in the founding vision of The Institute and its contemplative heritage. The following section provides a fuller description of each element:

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. Thought processes, sense perceptions, and emotions are all integrated into the study of the specific discipline. Through this holistic process, mind and body become synchronized, and other competencies then begin to manifest: intellect becomes precise and insightful, communication is open and clear, appreciation for the existing world expands, and action in the world is effective.

Awareness is cultivated through meditation and other traditional and modern contemplative practices as well as through intellectual and artistic disciplines. These practices and disciplines impart a direct experience of the present moment as well as reveal hesitations and resistance to being present. Faculty have been inspired to develop contemporary awareness disciplines with their own specific fields of study. All awareness training stabilizes the mind by bringing the wandering attention back to the present moment.

2. **Foster a Learning Community...**

Education is not just an individual endeavor. Effective learning and understanding is gained not in isolation or purely out of the classroom environment. Rather, it is derived from and enhanced by the "practice" of learning (and teaching) in the context of ordinary life and relationships with others. As a community we aspire to join heart and mind in whatever we do. This environment provides a personal and challenging atmosphere for study. Students (and all others) are therefore encouraged to engage with community to test the theoretical quality of learning in their immediate environment and to achieve greater understanding through perception of, and feedback from, the everyday world -- to practice what is thought to have been learned. On an institutional level, the Institute could encourage and develop those ideals and forms which lead to an effective but gentle community of learners. Deep understanding of self naturally gives rise to understanding of, and then empathy for, others. In such an atmosphere, all who participate can begin to uncover their wisdom and heart.

3. **Cultivate openness...**

Five qualities are considered to be integral to the make up of a fully educated person. These qualities provide the practical framework for balanced development and the foundation for ongoing learning, understanding, and creative responsiveness throughout one's life. In each discipline and area of scholarship, the curriculum is designed to help students foster these qualities.

**Openness and respect for one's immediate experience** -- the willingness to see clearly and openly acknowledge one's direct experience, which includes one's own sense perceptions and state of mind in the present moment, as fertile ground for a genuine educational process. Many individuals possess anxiety regarding their experiential process. This can result in an attempt to avoid, deny, or manipulate the inherent integrity and directness of experience. This quality involves developing a clear, accurate, and open-ended relationship to one's experience, providing the necessary foundation for the more tangible aspects of learning which follow. In order to act with intelligence and confidence, one must proceed from a sound foundation of ongoing, non-judgmental, undisturbed awareness of and curiosity about one's experience. It is vital to know or, in some sense, be in harmony with who one is.

**Interpersonal and communicative skills** -- the ability to relate and communicate effectively with others. This quality begins with learning to appreciate the value of the experience of others. From this, the student works on the various components of interpersonal communication. These include effective reading and writing skills, speaking and listening skills, as well as communication through such nonverbal artistic media as music, movement, or visual arts. This quality also includes a sense of responsibility for the integrity and the development of others and a willingness to extend oneself toward that end.

**Sharpened Critical Intellect** -- the ability to perceive and analyze the world and its patterns clearly. This quality involves proficiency in understanding principles, seeing structures, logic, and relationships. It facilitates understanding oneself and one's work and enables one to articulate one's understanding in analytical, critical, and creative forms and dialogue. Intelligence includes critical thinking, analysis and sharpening of insight.

**Resourcefulness and appreciation of the richness of one's world** -- increasing one's knowledge and appreciation of the world in its diversity, values, and richness, thus inspiring creativity and resourcefulness. It is the ability to tap the resources we have, intellectual, emotional, pragmatic. This quality involves developing an increasing ability to know and appreciate the many modes of human expression, experiences and creativity. Such appreciation involves two dimensions: 1) seeing its
Mission

own context, without subsuming them into one's value system, and 2) seeing the way in which such impartial appreciation of the variety of the world enriches one's own life and enables one to respond resourcefully.

Effective Action -- the ability to put one's learning and insight into practice and to bring things to completion. Putting one's openness, insights, knowledge, and communicative capacities into action involves maturing the student's capacity to organize his or her life, relate effectively with the demands of the college environment, sustain interest in and commitment to study, and carry projects through to completion. The value of a Naropa education is expressed in the student's ability to utilize his or her learning in creative, helpful, and effective action in the world at large.

Such qualities, recognized and developed through a Naropa Institute education, provide skills essential to success in both personal and professional life. Generally speaking, these qualities stress personal skills rather than technical, occupational training. Our belief is that qualities such as these best prepare the individual for life in modern society. Difficulties of living in contemporary society are, to a great extent, the result of psychological hindrances such as emotional imbalance, confusion, the inability to relate or communicate with others, lack of clear thinking, and narrowness of one's understanding of life. Once one has some sense of how to work effectively with such blocks, avenues of personal and professional effectiveness and satisfaction begin to open up. Beyond providing a context for success in any occupation, the openness, self-knowledge, patience, flexibility, and emotional balance encouraged in the development of the five qualities are particularly essential in a pressured and rapidly changing life in modern society. These qualities provide the basis for timely acquisition of skills required in subsequent schooling, employment, or life experiences.

4. Buddhist Educational Heritage...

The tradition of Buddhist education goes back to the roots of Buddhism, 2,500 years ago in India. Buddhist educational training is based upon three primary principles -- meditation, discipline and knowledge -- which lead to the discovery of egolessness. In Buddhist philosophy, egolessness means that which one experiences and understands as the "self" is not solid, but rather continuously in process.

Meditation refers to the cultivation of mindfulness and awareness. It is the foundation for self-knowledge, as well as for true compassion and service. Training the mind begins to free us from fruitless habits and preconceptions. The discipline of meditation stimulates the development of our basic human dignity and intelligence.

Here, discipline has two dimensions: the study of specific fields of knowledge and the commitment to learning as a lifelong journey requiring both patience and humor.

Lastly, knowledge is realized through three stages of learning: listening to what is taught, determining whether it rings true, and, finally, taking the subject to heart. In this way, knowledge becomes "firsthand" and can be expressed clearly in words and actions.

5. World Wisdom Traditions...

The wisdom traditions of the world, which include the great religions, hermetic teachings and shamanistic cultures, offer insight into, and guidance for, contemporary society. By bringing these traditions of wisdom into the curriculum of modern education, a student's self-importance and narrow perspective begins to dissolve. Thus, a ground is established for the examination and exploration of the diverse expression of human experience within modern culture as well as throughout the world.

6. Non-Sectarian and Open to All...

The cultivation of mindfulness and awareness is a natural discipline which has been taught in many traditions throughout history. Meditation and contemplative practices have always been valued, not as religious experiences per se, but as tools to stimulate discovery and self-discovery. Historically, Buddhist education is marked by a spirited interchange among persons of diverse views and traditions, provoking a greater understanding of the breadth of human experience. Inspired by this heritage, the college welcomes points of view from, and exchange with, diverse cultural and spiritual traditions and philosophical views.

Appreciation of mindfulness and awareness, the benefits of synchronizing body and mind, and recognition of the need to go beyond a narrow sense of self are becoming increasingly widespread in modern society. Conversely, the perils of solid view or ideological fixation loom clearly in such a process. There is a greater understanding of the role of mind/body interactions in the healing process, the value of awareness training in many professions, the role of intuition in science and commerce, the transcendence of self-interest in ecology and environmental ethics, and the change of management styles towards more cooperative and inclusive decision-making. Education should train students to contribute to the world in this manner.
About the Institute

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

Accreditation

The Naropa 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, a meditation hall, classrooms, faculty and administrative offices, and the school library.

Approximately 750 students from 35 states and 17 countries attend the Institute year-round, 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.

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 and is also home of the University of Colorado. The town offers a variety of cultural resources. In addition to hosting a foreign film series, the City of Boulder supports theater and dance companies and a symphony orchestra. A number of Boulder-based schools offer specialized training in the health field. These institutions provide variety in Boulder’s educational environment.

Faculty

The Institute is fortunate to be led by a community of faculty dedicated to teaching, learning and the mission of the school. They are distinguished by their involvement in the professional or artistic extension of their disciplines beyond the academic community. The faculty’s wide ranging and recognized professional experience contributes a sense of immediacy and relevancy to the classroom.

Contemplative Education

Our approach to learning is called "contemplative education", which balances the study of specific academic and artistic fields with traditional practices for training in awareness. The goals of contemplative education are to deepen students' knowledge of themselves and their place in the contemporary world; to develop and strengthen personal discipline within a specific field of study, and to nurture the desire to contribute to the world with understanding and compassion. In this way students are prepared for the constant challenges and rapid change of modern society.

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

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

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

The fact that so many faculty and staff share an interest in and experience of contemplative practice helps to create and sustain the educational environment important to the Institute. Students are encouraged to take their education very personally and there is peer influence to lead an active, awake and productive life. Faculty and staff see themselves involved in a lifelong educational journey as well, so there is a sense of friendship and mutual support.

The Beginning of the Institute

Born in Tibet in 1940, the Institute's founder, Chögyam Trungpa, Rinpoche, was a lineage holder of both the Kagyü and Nyingma Buddhist traditions. In 1959 after the Chinese invasion, he escaped Tibet through the Himalayas to northern India. Like His Holiness the Dalai Lama and other exiled teachers, he continued to teach and transmit the wisdom of the Buddhist dharma to the West. In 1963, he received a Spaulding sponsorship to study comparative religion, philosophy, and the fine arts at Oxford University where he became fluent in English and conversant with the particular needs of Western students.
About the Institute

In 1970 he began presenting Buddhist teachings in the United States. During the next 17 years, he taught extensively, and founded meditation centers throughout North America and Europe. A scholar and artist as well as meditation master, he became widely recognized as one of the foremost teachers of Buddhism in the West. With the founding of The Naropa Institute in 1974, he realized his vision of creating a university that would combine contemplative studies with traditional Western scholastic 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, Trungpa Rinpoche left a legacy of teachings and writings. Among his many publications are Born in Tibet, Cutting Through Spiritual Materialism, The Myth of Freedom, and Shambhala: The Sacred Path of the Warrior.

The Naropa Institute is based on Nalanda University. Established under the auspices of Mahayana Buddhism, Nalanda flourished in India from the 5th to the 12th centuries. At Nalanda University, Buddhist philosophy and the discipline of meditation provided the environment in which scholars, artists and healers from many Asian countries and religious traditions came to study and debate. Nalanda was known for its joining of intellect and intuition, and for the atmosphere of mutual appreciation and respect among different contemplative traditions. This has become the ongoing inspiration for the development of The Naropa Institute.

The Institute takes its name from Naropa, the 11th century abbot 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 strongly encouraged to visit the Institute. Campus tours are conducted Monday through Friday at 2:00 p.m.

For more information about admissions procedures, visiting the Institute or specific programs, please contact: Admissions Office, The Naropa Institute, 2130 Arapahoe Avenue, Boulder, Colorado 80302-6697, or phone (303) 546-3572.

Catalog Changes

Although every effort is made to ensure the accuracy of information contained in this catalog at the time of publication, some revisions will 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 Naropa Institute affirms the principle that its students, faculty, and staff have a right to be free from discrimination. The Institute does not discriminate on the basis of gender, race, color, religion, disability, status as a veteran, national or ethnic origin, marital status, age, or sexual orientation in its educational programs and activities, admissions policies, and employment practices.
Admissions

Information for All Applicants (undergraduate & graduate)

Dates of Equal Consideration

Each program at the Naropa Institute uses a Date of Equal Consideration as the initial deadline for receiving applications. Any applications received after the Date of Equal Consideration will be reviewed by the respective department if space is available. Consequently, we encourage early application.

Undergraduate Programs

All undergraduate programs (with the exception of Contemplative Psychology) may be entered in either the Fall or the Spring Semester. The Contemplative Psychology Bachelor of Arts program is designed for fall entrance to accommodate the group process work that is an integral part of the program. However, students may be admitted during the Spring semester, depending on the extent of prior coursework in the field of psychology.

The Dates of Equal Consideration for Undergraduate Programs

- May 1 for Fall semester admission
- November 1 for programs that admit in the Spring

Graduate Programs

All M.A. programs admit students only for the Fall Semester. The date of equal consideration for fall admission is March 1.

For the MFA program in Writing and Poetics, March 1 is the date of equal consideration for summer and fall semesters, and November 1 is the date for spring semester admission.

Application Fees

Undergraduate programs $35
Graduate programs $50
International students $75

Tuition Deposit

Once a student is accepted, a non-refundable, non-transferable deposit of $250 must be paid by the deposit deadline to reserve a space in the program. This amount is applied, in full, to the student's tuition. See the Financial Aid and Tuition and Fees sections for more information.

Undergraduate Admission

In keeping with the philosophy of contemplative 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 inquisitiveness and engagement with the world 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.

A completed undergraduate admission application consists of:

- the completed application form
- the application fee
- a 2-4 page statement of interest
- resume
- 3 letters of recommendation
- official transcripts of all previous college-level study, sent directly from the Registrar of the previous institution to The Naropa Institute Admissions Office
- supplemental application information as required by individual departments or programs

Foundation Year

Students who have completed between 30 and 55 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 55 semester credits are eligible to apply for our upper division bachelor of arts programs described in the following pages. Of the 120 total semester credit hours 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 enables students to intensively study any subject offered at the undergraduate level without having to meet the 60 semester credit hour residency, general education, contemplative arts, or writing proficiency requirements. The Certificate Program requires one year of study (30 semester credits). At least 12 semester credit hours must be taken in the field in which the Certificate will be awarded. Certificate programs are awarded at the
Admissions

discretion of individual academic departments. See specific department descriptions for requirements.

Establishing Transfer Credits

College level courses completed at accredited institutions of higher education with a grade of at least "C-minus" may be counted towards transfer credit. Categories 1 - 4 below describe ways of earning transfer credit for learning completed outside the traditional college classroom. A maximum of 30 semester credits of learning may be earned through a combination of categories 1 - 4. The total number of credit hours earned in categories 1-4 may not exceed 30. These alternative ways of establishing transfer credits include:

2. 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. CLEF 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 college 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, CLEF, CN 6601, Princeton, NJ 08541-6601, or contact the Admissions Office.

3. 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 below. This process is designed specifically to acknowledge learning acquired through work experience. Learning situations that qualify for portfolio credit might include experience running a business or experience as a counselor, administrator, or teacher. Students must attend a one-credit Prior Learning Assessment Workshop (FND 150W) 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 submitting a high school transcript or a certificate of G.E.D. Students entering 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 Portfolio Process.

3. Courses from Vocational/Technical Schools

Applicants may wish to receive credit for work done at vocational and/or technical schools, including certified massage schools. Transcripts 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 10 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 10 semester credits can be transferred through this process.

B.A./M.A. Program Admission

Prospective students who have 90 or more undergraduate credits may inquire about the combined B.A./M.A. program. This program enables students to complete their last 30 undergraduate credit hours at TNI and then enroll in a graduate program. Following completion of a total of 60 TNI credit hours, including all undergraduate degree requirements, the student then receives the BA degree.

The BA/MA program is open only to those not currently enrolled as a degree-seeking student at The Naropa Institute.

Prospective TNI students who wish to apply to the BA/MA option must contact the Admissions Office and apply to and gain acceptance into both the BA and MA programs of their interest. Acceptance into a BA program does not guarantee acceptance into the relevant MA program. Students who gain acceptance into a BA program but not to the MA program are classified as undergraduate students and may enter the BA program only.

Students accepted for the BA/MA program must notify the MA program one semester prior to completion of BA course work, and the student's BA program advisor must approve the completion of all BA work.

Three programs do not participate in the BA/MA option: Traditional Eastern Arts (BA), Transpersonal
Counseling Psychology (MA; all tracks), and Writing and Poetics (MFA).

Non-Degree Study (Continuing Education)

Each semester the Institute publishes a catalog offering a selection of courses for students who wish to take classes without pursuing a degree at Naropa. This non-degree catalog offers selected graduate and undergraduate courses at the full tuition per credit hour rate or at a reduced tuition rate if not taken for credit. Phone (303) 546-3568 and request a free copy of the current non-degree catalog, which contains complete registration instructions.

There is no admissions process for those wishing to pursue non-degree/non-certificate study at the Institute, (except for international students, as described below). Prospective non-degree students should note that some course descriptions list prerequisites or state that enrollment requires permission of the instructor. Certain courses are open only to degree program students or by permission of the instructor, including all graduate courses in Contemplative Psychotherapy, Transpersonal Counseling Psychology and Buddhist Studies.

Students taking classes on a non-credit basis are not entitled to coursework evaluation, individual attention from the instructor, or transcript services since non-credit courses are not graded.

Students seeking a degree from another institution may take no more than two non-credit courses within a department. Under these circumstances, courses will be offered on a space-available basis, and students must submit a letter of interest to the director of the department before registering for classes. After completing two non-credit courses, students who are seeking a degree from another institution may take additional courses for credit at the Institute. Instructors' stipends for evaluations, advising, and so on, must be agreed upon with the instructor on a case-by-case basis before the class begins.

Graduate Admission

Most graduate programs are designed to be entered in the Fall semester. Please contact the Admissions Office for more information.

Graduate Admission Requirements

A bachelors degree is required for admission to all graduate programs.

A completed graduate application consists of:

- the application form
- an application fee
- a three- to five-page typed, double-spaced statement of interest
- a resume
- three letters of recommendation
- official transcripts of all previous college-level study, and reflecting the completion of a bachelor's degree, sent directly to Naropa's Admissions Office from the Registrar of previous institutions.
- a supplemental application form as may be required by specific departments or programs

Applications will be reviewed after the aforementioned materials are received by the Admissions Committee. For most programs, selected applicants may be asked to come to the Institute for an interview. Applicants from overseas may, at their own expense and at the discretion of the faculty, substitute a phone interview and a videotape (submitted in NTSC signal in VHS format) for an on-campus interview.

In addition to these general admission requirements, each degree program may require additional information or materials from applicants. Program admission requirements are detailed below:

Graduate Admission Requirements by Degree Program

M.A. Buddhist Studies

In addition to a bachelor of arts degree, this department requires specific non-academic prerequisites. For applicants in 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 mind and a willingness to engage in meditation practice is required.

Applicants must demonstrate personal maturity and strong academic skills. A personal interview may be required. There is no Spring admission to this program.

M.A. Environmental Leadership

Applicants should have their Bachelor's Degree in the Liberal Arts, Fine Arts or Science.

In addition, at least two courses at the B.A. level or higher are required in both Natural Science/Earth Sciences and Anthropology/Sociology. Note: Applicants may be accepted into the program without specific course prerequisites, but must expect to make up missing ones in the first year, in addition to completing program requirements.
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In addition to prerequisites, applicants must be mature, have good academic skills, good interpersonal skills, and a strong commitment to working with others to solve environmental/societal problems. Some prior experience, paid or volunteer, is recommended. Although personal maturity and some experience are important, younger students just finishing a B.A. degree will not be excluded because of age. In addition to the standard application process, applicants to this program must submit a 10-page critical essay.

An on-campus personal interview is required. Overseas students may, at their expense, substitute a phone interview.

M.A. Gerontology and Long-Term Care Management

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.

Application files will be reviewed for evidence of aptitude for developing financial and human resources management skills, as well as an appreciation of 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 with faculty and other prospective students, and an individual interview with program faculty. These interviews are required of all applicants who are being considered.

M.A. Psychology: Contemplative Psychotherapy

Applicants must show considerable maturity and strong motivation for working with others. Some prior work experience in a clinical setting, either paid or volunteer, is strongly recommended. First-year students who do not have such experience will be encouraged to perform four hours per week of volunteer work in a mental health agency during the Fall and Spring semesters in preparation for internship. There are no specific course prerequisites for this program.

Selected students will be asked to come to the Institute to participate in a small group interview. 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 for an on-campus interview.

M.A., Somatic Psychology

Both the Body Psychology and Dance Therapy MA programs have the following admission requirements:

1. Three semester credit hours of coursework must be completed in each of the following:
   • Introduction to Psychology,
   • Abnormal Psychology,
   • Anatomy
   • Kinesiology

2. A minimum of 100 hours of fieldwork experience in service to others (e.g., hospital work, hospice, teaching, etc.). Preferably the bachelor's degree major will be in a field related to the helping professions.

Selected applicants will be asked to come to the Institute to participate in a day-long group movement interview. This is required for all applicants who are being considered. Applicants from overseas may, at their own expense and at the discretion of the faculty, substitute a phone interview and a videotape (submitted in NTSC signal in VHS format) for an on-campus interview. Group interviews are normally held in March and April. Applicants' admissions files must be complete before the interview.

If applicants lack one or two prerequisites, they may enter the program and complete the prerequisite(s) during the two years of study. Applicants must:
1. Have strong academic skills,
2. Be motivated to work with others, and
3. Demonstrate a high level of movement integration. Please contact the Admissions Office with any questions regarding the prerequisites for this program.

Additional requirements for each program are as follows:

M.A., Body Psychology

A certificate of training in an approved body/mind discipline, or progress toward certification (must be completed by graduation. Some forms that have been approved are Rolfing, Aston-Patterning, Body-Mind Centering, Lomi, Hakomi, Alexander, Feldenkrais, and some massage certifications. Other forms will be evaluated by the department faculty.

M.A. Dance/Movement Therapy

1. The bachelor's degree would preferably be in a field related to dance therapy.
2. In-depth experience with at least four of the following forms: modern, ballet, jazz, tap, folk dance, ethnic dance, yoga, Tai-chi Chu'an, aikido.
3. Intermediate level competency in modern dance technique and/or a maturity with integrating body and spatial awareness.
4. In-depth experience with improvisation and exposure to composition, performance, dance history and choreography.

M.A. Transpersonal Counseling Psychology

Prerequisites:
1. Completion of undergraduate coursework in introductory and abnormal psychology
2. Prior work experience in a clinical setting is recommended; volunteer or paid professional work in the helping professions is essential
3. Considerable maturity and good interpersonal skills

An on-site interview 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 for an on-campus interview. Accepted applicants begin the program in the Fall.

Art Therapy Concentration

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 must include the following 12 credits: Introductory (3 credits), Developmental (6 credits), and Abnormal Psychology (3 credits).
2. Fifteen credits of studio art classes, including basic drawing, painting and sculpture. Applicants must submit the application form with a 20-slide portfolio representing work in a diverse selection of media: painting, drawing, 3-dimensional, etc.
3. Prior work experience in a clinical setting is recommended; experience in working with others is essential.

Music Therapy Concentration

Applicants must meet the criteria for the M.A. Transpersonal Counseling Psychology program and the following additional requirements.
1. Competence with musical instrument or voice (as demonstrated in audition).
2. Knowledge of music theory (this requirement may be met through additional coursework at Naropa).
3. Ability to sight-read music (as demonstrated in audition).
4. Prior work experience in a clinical setting is recommended; experience in working with others is essential.

A supplemental application is required for this concentration. At the interview, applicants must audition to demonstrate musical skills.
Admissions

certificate and full-time degree-seeking students (full time study equals 12 credit hours per semester for undergraduate students and 9 for graduate students).

Student Visas

The Admissions Office will issue a Form I-20 (Application for F-1 student visa) when the following conditions have been met:

1. The applicant has been accepted into a program at The Naropa Institute.
2. The Admissions Office has documentation of financial resources for the first academic year (usually nine months). Financial documentation must show the ability to pay both tuition and living expenses. It can be in the form of a personal bank statement, letter of support accompanied by a bank statement from whomever will be providing support and/or a letter from a government or private foundation which is providing support stating the amount of aid. Estimated living expenses (not including tuition) are $9,000 for a nine-month academic year.
3. The Admissions Office receives the following information about the applicant and for any dependents (spouse or children) that may be accompanying the applicant: first and last name, birth date, country of birth and country of citizenship.

After students receive the Form I-20, they may use it to apply for an F-1 student visa at the U.S. Consulate or Embassy in their home country. The F-1 student visa is valid for the duration of each student's program. To maintain F-1 status, students must attend courses full-time and remain in good academic standing. Full-time is defined as 9 credits per Fall and Spring semester for graduate-level students, and 12 credits per semester for undergraduate-level students. The Institute has a full-time International Student Advisor whose job is to assist international students to understand their obligations under their visa status, and to help them use the resources available to them to pursue their educational and career goals.

Employment

International students may only be employed in the United States as participants in the on-campus work-study program, or as trainees in the form of a required internship or on a practical training extension of the F-1 student visa.

Health Insurance

All international students are required to carry health insurance. During their stay in the United States, students must either enroll for group coverage through The Naropa Institute, or provide proof of other medical coverage.

Documentation of English Proficiency

Applicants who are citizens of a country in which English is not the primary language must send documentation of English proficiency in order to be admitted to the Institute. Proof may include the results of the Test Of English as a Foreign Language (TOEFL). TOEFL 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 our Admissions Office and we receive TOEFL scores. Applicants who take the exam in Europe (including Cyprus, Great Britain, Iceland and Turkey) should write to: CITO TOEFL, P.O. Box 1203, 6801 BE Arnhem, Netherlands, or phone (609) 882-6601 to locate the nearest TOEFL center. Applicants should request that scores be sent directly to The Naropa Institute (School Code: 3342).
Tuition and Fees

The Naropa Institute Board of Trustees reserves the right to change tuition or fees without prior notice.

The following tuition schedule applies to students entering for Summer and Fall of 1995 and Spring 1996. Please contact the Admissions Office for current fee information.

Please refer to the Student Handbook for explanation of the various types of credit and other policies and procedures.

TUITION PER CREDIT HOUR
Undergraduate Credit $320.00
Graduate Credit $340.00
Out-of-Residence (in addition to instructor payment) $155.00
Audit 25.00
Portfolio Credit 100.00
Special Student Status 75.00
Non-Credit (see continuing education catalog)

MANDATORY DEPOSITS
Confirmation Deposit $250.00
(non-refundable if the student does not matriculate)
Registration Deposit $50.00
(non-refundable if the student completely withdraws)

MANDATORY FEES
Program Student Registration $200.00
(per semester, for Fall & Spring semesters)
Bus Pass (RTD Eco-Pass; per semester) $29.00
(subject to change by RTD)
Graduation Fee 50.00

LATE FEE
Late Registration $30.00
Late Tuition Payment (1-7 days late) 50.00
(8-14 days late) 75.00
(15-21 days late) 100.00
(over 21 days) Disenrollment Tuition Deferral Fee 50.00
Late Application for Graduation 15.00-105.00
(see The Naropa Institute Student Handbook section on Graduation Procedures)
Writing Proficiency Assessment Late Fee 30.00

OTHER FEES
Change in Course Status 30.00
Duplicating Student Files
(for outside agency) 30.00
(for students) 15.00

Cost of Programs

These figures are based on 1995-96 tuition and fee rates, and are likely to change in future years. They also assume completing programs in the shortest possible time frame. (Most programs can be completed within longer periods).

Undergraduate:

One-Year Certificate Program
Tuition (30 credits) $3,900
Fees for 2 semesters 488
Total cost for 1-year program 10,998

Bachelor of Arts Program
2-Year Program (entry as Junior)
Tuition (60 credits) 19,800
Fees for 4 semesters 916
Total cost for 2-year program 20,716

3-Year Program (entry as Sophomore)
Tuition (60 credits) $29,700
Fees for 6 semesters 1,374
Total cost for 3-year program 31,074

Graduate:

Master of Arts in Body Psychology
Tuition (60 credits) $20,700
Fees for 5 semesters 1,145
Total cost for 2-1/2-year program 21,845

Master of Arts in Buddhist Studies
Tuition (60 credits) $20,700
Fees for 4 semesters 916
Intensive Meditation Program (Dathun, paid to retreat center, estimate) 1,000
Total cost for 2-year program $22,616
One additional credit for language concentration.

Master of Arts in Dance/Movement Therapy
Tuition (60 credits) $20,700
Fees for 5 semesters 1,145
Total cost for 2-1/2-year program 21,845

Master of Arts in Gerontology and Long-Term Care Management
Tuition (60 credits) $17,250
Fees for 4 semesters 916
Total cost for 16-month program 18,166

Master of Arts in Psychology: Contemplative Psychotherapy (by year)
First Year:
Tuition (24 credits) $8,280
Fees for 3 semesters 687
TOTAL 8,967

Second Year:
Tuition (22 credits) $7,690
Fees for 3 semesters 687
TOTAL 8,277

Note: Rates are available for full-time, degree-seeking students enrolled on a full-time basis: 9 credit hours for bachelor of arts students, except for music majors (which is 12 credit hours) to allow for private lessons. 12 credit hours per semester for graduate students.
Tuition and Fees

Third Year:
Tuition (17 credits) $8,933
Fees for 2 semester 458
TOTAL 6,391
Maitri Room & Board (estimate; see program description) 2,500
TOTAL COST OF 2-3/4 YEAR PROGRAM at 1995-96 rates (subject to change) $26,135

Master of Arts
in Transpersonal Counseling Psychology
Tuition* (60 credits) $20,700
Fees for 5 semesters 1,145
Total cost for 2-year program 21,845
*Students are responsible for the additional expenses incurred through the mentorship aspect of the program.

Master of Fine Arts
in Writing & Poetics
Tuition (48 credits) $16,560
Fees for 5 semesters 1,145
Total cost for 5 semester program $17,705

Notification of Increase in Tuition

The Board of Trustees of The Naropa Institute reserves the right to change any tuition and fees without prior notice. The Board generally decides on tuition and fee changes for the coming academic year at its Spring meeting.

Student Financial Policies

Please refer to the Student Handbook for information on payment deadlines, late fees, fees for dropping, adding, and withdrawal, and refund policies.
Financial Aid

Institute-funded financial aid programs, in coordination with federal financial aid programs, provide substantial assistance to students enrolled in Naropa's degree programs. Approximately 80% of Naropa degree students enrolled last year received financial assistance.

The Financial Aid Office designs a financial aid packet for all qualified applicants who apply. The institute provides Naropa Institute Grants and work-study support to applicants who demonstrate financial need. Other financial aid may be received in the form of loans or, for undergraduates, federal grants.

If you receive financial aid, you are responsible for reading and understanding all policies contained in the Naropa Institute Degree Student Handbook, as well as any other correspondence you receive regarding your financial aid. The financial aid office will be happy to discuss any questions you have regarding any correspondence, once you have thoroughly read it. You are liable for any funds inadvertently or incorrectly disbursed to you. Please be aware that all information contained in the section is subject to change.

Conditions for qualifying for Financial Aid:

I. Applicants for financial aid must have a complete admissions application.
II. Applicants must be either US citizens or US permanent residents.
III. Applicants must document financial need by complying yearly with the application process and deadlines outlined below.
IV. To receive aid, a student cannot owe a refund on any form of Federal or State aid or be in default status on any student loan.
V. To receive aid, students must be enrolled at least half-time (at least 6 credit hours) in a program at the Institute leading to a degree. No financial aid is available for Certificate programs.
VI. Students must maintain Satisfactory Academic Progress in order to continue receiving financial aid. It is every student’s responsibility to know this policy as described in The Naropa Institute Degree Student Handbook.

How to Apply For Financial Aid

Financial aid is applied for on an annual basis, and awards cover one academic year only. Financial aid is available for the Summer, Fall and Spring semesters, to students who are enrolled at least half-time (6 credits), as a program student.

Application Forms:

1. FAFSA The first step in applying for financial aid is to complete the Free Application for Federal Student Aid for the appropriate academic year. Send it directly to the federal processor in the envelope provided with the instructions. The FAFSA form is available after January 1st for the subsequent academic year. Questions will be asked regarding income information from the prior calendar year. For example: In January 1996, the '96-'97 FAFSA will be available. This form must be complete to apply for aid for Summer '96, Fall '96, and Spring '97. The '96/97 FAFSA income questions relate to earnings during the 1995 calendar year. If you are required to file tax returns for that year, you must use the data from your 1040 tax return to answer the income questions. The FAFSA is available in the Institute’s Admissions and Financial Aid Offices, or from any local college or high school. If you have previously applied for financial aid, you may also receive a Renewal FAFSA in the mail. New students do not have to wait until you have an admission application file to complete the FAFSA.

Please Note: The FAFSA must be received by the federal processor by MARCH 1 in order to be considered on time for the first step. In order to do this, you must have your tax returns completed before March 1. If this is not possible, complete and mail the FAFSA by March 1 using estimated income (estimating does not mean guessing). Please be aware that if you choose to file using estimated income, you must submit a copy of your completed tax return to the financial aid office before your eligibility for financial aid can be determined. Completing the FAFSA based on estimated information will delay the process.

Suspicion of Fraud: The Financial Aid Office is required by law to report you to the Office of the Inspector General and/or local law enforcement officials if it is suspected that you have mis-reported information and/or altered documentation for the purpose of increasing your financial aid eligibility, or fraudulently obtaining Federal funds.

2. SAR A few weeks after mailing the FAFSA to the federal processor, you will receive a Student Aid Report. Read this report very carefully and follow the instructions. If any data is incomplete, illegible, missing, or conflicting, please correct, and resubmit the form to the federal processor. If everything is correct, sign where signatures are required and submit the entire SAR to the Financial Aid Office.

3. Verification, and other miscellaneous documents You may have been notified in the SAR that you have been selected for verification. This means that you must complete the verification worksheet, enclosed with the SAR, attach a copy of
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your tax returns, and submit the SAR, the tax returns, and the verification worksheet to the financial aid office. If you filed your FAFSA based on estimated tax returns, you must send a copy of your tax returns with the SAR, to the financial aid office. The financial aid office may request additional information if any information appears to be incomplete or conflicting.

4. **Financial Aid Eligibility Letter** (Award Notification Letter) Once the Financial Aid Office has received all the necessary documents, you will be mailed a financial aid eligibility letter and a cover letter which explains the types of aid and the amounts for which you are eligible. The cover letter describes each aid type. Please read the cover letter thoroughly since you are responsible for understanding all information contained in this letter if you agree to accept any of the aid. The Financial aid eligibility letter must be signed and returned to the Financial Aid Office. Keep one copy for your records. If you agree to accept any portion of a loan, you must complete the additional steps listed below.

5. **Loan Application** If you are awarded Federal Stafford or Federal Unsubsidized Stafford loans, and wish to accept any portion of the loans, you must complete a separate application/ promissory note. These applications are available in the financial aid office if you have not received one in the mail. If you have prior unpaid Federal Stafford Loans you are encouraged to apply through the same lender. Please obtain an application from that lender. Carefully reading all instructions and information, complete the student section of the application, and return it to the financial aid office. This application must be received by the financial aid office at least 8 weeks prior to the tuition due date in order for the loan funds to be received in time to pay tuition.

6. **Loan Counseling Session** If you are receiving loans for the first time at Naropa, you must attend a loan counseling session before any loan funds will be released to you. The loan counseling session is held during orientation week at the beginning of each semester.

7. **Financial Aid Transcripts** All students applying for financial aid for the first time at Naropa, are required to provide Financial Aid Transcripts from all previous schools attended whether or not financial aid was received at that institution. To request a financial aid transcript, contact the financial aid office at your previous school. The school will send the form directly to Naropa. Federal regulations prohibit releasing any financial aid to the student until all Financial Aid Transcripts have been received by the Financial Aid Office. Please be aware that since it may take up to six weeks for a school to send a Financial Aid Transcript, you should request them as early as possible.

**Deadlines**

1. **FAFSA Deadline** Returning Students March 1 is the financial aid deadline for returning students. For the summer and fall semesters, your financial aid application must be received by the Federal processors no later than this date to be considered for campus-based aid (Naropa Grant, Empty Seat Grant, Federal Perkins loans, SEOG and Work-study). Students may apply for Federal Stafford loans throughout the year. If you are unable to file an application by this date, please contact the Financial Aid Office about remaining financial aid availability. *New students:* New students are strongly encouraged to submit the FAFSA to the federal processors by March 1, however, late applications for new students will be considered for all forms of aid as described below. *New students applying for aid for the spring semester should submit the FAFSA to the federal processor by October 1.*

2. **Verification and Supporting Documentation** You must submit all requested information (e.g., tax returns, verification forms, corrected SARS, Financial Aid Transcripts etc.) by May 1 of the current school year (during the 96-97 school year, the deadline would be May 1, 1997), or you forfeit your eligibility for all federal forms of aid (Perkins loan, Federal Stafford loans, SEOG, PELL, Federal Work-Study).

3. **Loan Applications** All Federal Stafford loan applications must be submitted at least 8 weeks before the tuition due date, in order to be guaranteed that loan funds arrive by the time tuition is due. Loans may, however, be applied for throughout the academic year, up until 4 weeks before the end of the academic year.

**Enrollment Status**

Financial aid is awarded based on the intended enrollment status indicated by you, the student, on the FAFSA, or other correspondence. Financial aid eligibility is different for full-time (at least 12 credits for undergraduates, 9 credits for graduates), half-time (at least 6 credits), and for undergraduates three-quarter-time (9 credits). You must notify the Financial Aid Office immediately of any change in enrollment status so that your financial aid may be adjusted. Please be aware that the definition for half-time and full-time status is the same for summer as for fall and spring. If you are enrolled less than half-time (6 credits) for any semester, including summer, you are not eligible for financial aid. Exception: PELL-eligible undergraduates may be eligible for partial PELL grants even if enrolled less than half-time.

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

Financial Aid for Study Abroad Students who are attending a Study Abroad program through The Naropa Institute (Nepal, Bali) and are program students of The Naropa Institute are eligible for financial aid based on the same eligibility criterion as students attending the Institute.

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

Financial Aid Programs for both Undergraduate and Graduate Students

Federal College Work-Study This is a federally funded work program that is awarded as part of a need-based financial aid package. Students work five to twenty hours per week within the Institute at a pay scale beginning at $5.00 per hour. Positions are posted on the job board outside the Student Services office at the beginning of each semester. Students receive a monthly paycheck for the hours actually worked each month.

Naropa Student Employment This is an Institute-funded work program that is not awarded by the financial aid office. Any student enrolled for at least 6 credit hours in a degree program qualifies to apply for a Naropa student employment position. The pay scale starts at $5.00 per hour. Positions are posted on the job board outside the Student Services office at the beginning of each semester.

Federal Stafford Loan The Federal Stafford Loan is a long-term, low interest (variable with a maximum interest rate of 8.25%) non-need-based loan. Students who do not qualify for the Federal Stafford loan or who wish to apply for more than the annual limit for the Federal Subsidized Stafford Loan may qualify for this loan. All the terms are the same as for the Federal Stafford loan except that interest begins accruing immediately. For dependent students, the annual limits for the combination of Federal Subsidized and Unsubsidized Stafford Loans cannot exceed the annual limits for the Subsidized Stafford. For independent students the annual limits for the combination of subsidized and Unsubsidized Stafford are as follows:

- Foundation Year $7,500/year
- Juniors and Seniors $10,500/year
- Graduate Students $18,500/year

Financial Aid Programs for Undergraduate Students Only

Naropa Institute Grant The Naropa Institute grant is an Institute-funded grant program that is awarded based on need. This grant takes the form of a credit toward your tuition.

Federal Perkins Loan Formerly known as the National Direct Student Loan program administered by the Institute, Perkins loans are long-term 5% interest need-based loans, for which repayment begins six to nine months after dropping below 1/2 time status.

Federal PELL Grant This is a Federal need-based Grant for which students may be awarded anywhere from $400 to $2340 for the academic year, disbursed in equal payments each semester.

Federal Supplemental Educational Opportunity Grant (SEOG) This is a small federal grant program. Awards range from approximately $500 to $1500 per year are made to a limited number of extremely needy applicants.

Federal Parent Loan for Undergraduate Students (PLUS) This loan is available to parents of dependent undergraduate students. The PLUS loan is a long-term variable interest loan not to exceed 9%. Payment on principal and interest begin immediately on the PLUS.

Academic Scholarships

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

**Colin Wolcott Music Scholarship** This scholarship is awarded every 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 of any religious order are eligible to apply for this Institute-funded scholarship.

**Martha Bonzi Scholarship** For MA Buddhist Studies students, this scholarship is based on need, motivation to serve others, and academic performance. Contact the Buddhist Studies Office for more information.

**Merit Based Scholarships** The following programs are offering merit-based scholarships for the 95-96 academic year:

- Engaged Buddhism, MA
- Environmental Leadership, MA
- Music Therapy, MA
- Early Childhood Education, BA
- Foundation Year, BA
- Traditional Eastern Arts, BA
- Visual Arts, BA

Merit scholarships range from $500-$1000 per year. Scholarships are awarded based on the community service and academic excellence demonstrated in your Naropa Admissions application. In addition to following the application procedures outlined above, you must submit a one page letter addressing why you should be considered for a scholarship. The letter should be mailed to the Director of Admissions at the Naropa Institute.

**State Scholarships and Grants** Naropa does not currently receive any scholarships from the state of Colorado. You may, however be eligible for scholarships or grants from the state in which you are a resident. Please contact the financial aid office for the phone number and address of your state agency.

**Other Financial Resources**

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

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

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

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

**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 US by the ACDFA. Contact the InterArts Studies Dance/ Movement Studies Department for more information.

**Institute of American Indian Arts** This scholarship is for an IAIA student enrolled in Naropa’s Summer writing program.

**Student Union for Ethnic Inclusion** Jack Kerouac School members raise money through benefit readings and performances, making scholarships available to minority writers of exceptional promise.

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

**Satisfactory Academic Progress**

It is essential that you familiarize yourself with the following policy if you are receiving financial aid, as it affects not only current financial aid eligibility, but future aid as well. Satisfactory Academic Progress is determined according to the following policies and is different from Academic Good Standing. If you meet the three criterion outlined below, you are considered to be in Academic Good Standing and making Satisfactory Academic Progress.

1. **Enrollment Status and hours completed**
   A student enrolled in a full-time course load must complete at least a full-time course load per semester. A student enrolled in a 3/4 time course load must complete at least a 3/4 time course load per semester.
A student enrolled in a 1/2 time course load must complete at least 1/2 time course load per semester.

2. Minimum grade point average per semester
An undergraduate must maintain a minimum grade-point average of 2.5 per semester.
A graduate student must at least maintain a minimum grade point average of 2.7 per semester.

3. Maximum time-frame for completion of degree
There is a maximum number of credits you may accumulate toward the completion of your degree. If you continue to take courses beyond the maximum, you are no longer eligible for financial aid at the Institute. The maximum depends on the status under which you enter the Institute:

- Foundation Year: 120 credits
- Junior Year: 85 credits
- Graduate Programs: 75 credits

Failure to Complete Credits Courses taken for credit for which a student does not receive an “I/W”, “I/F”, “W” or “F” are considered completed courses.
For graduate students, a course grade must be at least a B- to be considered complete. You may receive financial aid for retaking a course because of unsatisfactory grades only once per course. If a student completes no credits in any given semester, the Financial Aid Office reserves the right to suspend a student from aid eligibility regardless of probation status.

Financial Aid Probation Status If a financial aid recipient fails to make satisfactory progress as defined above during any one semester, the student is put on Financial Aid Probation Status and is warned that failure to meet satisfactory progress in the following term will result in complete suspension of financial aid eligibility. Probation status is carried through one semester and is removed if the student has regained Satisfactory Academic Progress Status in that semester (e.g., if the student completes Incomplete classes for that semester with a satisfactory grade). Probationary status will be granted only once. If a student fails to make Satisfactory Academic Progress for a second time, financial aid eligibility will be automatically suspended. If the student is suspended and maintains good academic progress in the next semester, without receiving financial aid, suspension is removed and the student is put back on probation.

Appeal Process In order to appeal a determination of unsatisfactory progress, a student must submit a written request to the Financial Aid Office.

Refunds and Repayment
If you receive financial aid (other than College Work-Study) and terminate enrollment either 1. on or before the first day of classes, or 2. during the semester but before the end of the refund period, you must repay financial aid accounts according to the following schedule.

Withdrawal on or before the first day of classes: All cash disbursed to the student, and any aid on your Bursar account is considered an overpayment of financial aid, and must be returned to the financial aid accounts.

Withdrawal during the semester: Repayment: The Financial Aid Office will determine what percentage of the non-institutional costs could reasonably have been spent by the student during enrollment for the semester. Non-institutional costs may include rent, food, books, transportation, and miscellaneous expenses, as allowed by the Financial Aid office in the student's standard cost of attendance. Length of enrollment is the first day of class to the last date the student attended classes.

The calculation of an overpayment is in direct proportion to the length of enrollment. For instance, a student departing after three weeks of a 15 week semester will be pro-rated at 20% total enrollment time, since the student attended classes for 20% of the semester. If living costs were estimated at $2000 for a 15 week semester, it would be determined that $400 (20%) of the total was appropriately used by the student during the length of enrollment.

In the event of an overpayment (in the above example, an overpayment would exist if the student received more than $400 in financial aid to use for non-institutional costs), repayment of the funds is accomplished by putting the repayment amount owed on the student's financial record as a bill owed to the Institute. The student will be billed, and will not be eligible for further financial aid at any institution until the repayment obligation is met.

Refund: There are three different formulas which are used for students who are receiving federal financial aid. The first formula is the Institutional refund policy as stated in the Finance Policies section of The Naropa Institute Student Handbook. The second refund policy is the Federal Refund policy as outlined below. The third refund policy is the pro-rata refund which applies only to students attending the Institute for the first time. All returning students will be subject to either the Institutional or the Federal refund policy, whichever is in the student's best interest. A $100 administrative fee will be charged to all students who withdraw from the institute after the end of the drop/add period and who must have a Federal Refund calculated.

1. Federal Refund
100% of tuition charges will be refunded if the student withdraws on or before one week before the first week of classes.
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90% of tuition charges will be refunded if the student withdraws before the end of the second week of classes. 50% of tuition charges will be refunded if the student withdraws before the end of the fourth week of classes. 25% of tuition charges will be refunded if the student withdraws before the end of the eighth week of classes.

2. Pro-rata Refund
All students in their first semester of study at Naropa who are receiving federal financial aid are subject to the following refund policy: Refunds will be made in direct proportion to the length of enrollment, through 60% of the semester. After 60% (the ninth week) of the semester, no refunds will be made. One hour attended in a new week will count as an entire week attended.

Examples:
1. If a student, attending the Institute for the first time, receiving federal financial aid, decides to withdraw from the Institute during the fourth week of classes, the student had 11 of the 15 weeks of the semester which were unattended. 11 divided by 15 equals 73% rounded up to 80%. The student is eligible for an 80% reduction in tuition charges. The new tuition charges would be 20% of the original tuition plus a $100 administrative fee.

2. If a returning student, receiving federal financial aid, withdraws from the Institute during the fifth week of classes, the student would be subject to a 25% reduction in tuition. Here the Federal refund policy applies since the Institutional policy would allow a 0% reduction in tuition. The new tuition would be 75% of the original tuition plus a $100 administrative fee.

Order of Refunds Once the reduction in tuition is determined, the refund amount is returned in the following order:

1. Federal Unsubsidized Stafford loans
2. Federal Subsidized Stafford loans
3. Federal PLUS loans
4. Federal Perkins loans
5. Federal PELL grants
6. Federal SEOG
7. Other Federal Aid programs
8. Other state, private or institutional aid programs
9. The student

Financial Aid For International Students

International students may apply for Naropa Student Employment and The Naropa Institute Grant (see above). Prospective students from other countries should first explore possibilities of funding from their governments and from private foundations. To be considered for either of the above sources of financial aid, applicants must complete the Financial Aid Application for International Students by March 31st and have a complete admissions application on file for one of the Institute's degree programs. Students must reapply for each subsequent year of study by the March 31st deadline. Funds may be available after March 31st; contact the admissions office. No international student should expect more than a maximum of $2,000-$3,000 of financial aid per year. At least half of this aid will be in the form of student employment.

Canadian Student Loan Program Residents of Canada may apply for educational loans through this program. Applications are available through the Canadian provincial governments.

Please feel free to contact the financial aid office with any questions or concerns, or if you need any additional information:

Director of Financial Aid Ext. x509
Assistant Director of Financial Aid Ext. x594
Student Life

Disabled Student Assistance

In compliance with the Americans with Disabilities Act and Section #504 of the Rehabilitation Act, the Dean of Students coordinates the Institute's efforts to provide full access to educational, cultural, and other programs sponsored by the Institute for any qualified student with a disability. The Dean of Students will discuss concerns about disabilities and consider the obligation to provide auxiliary aids and academic adjustments for all qualified Naropa students. Students requiring further information should contact the Office of the Dean of Students (303-546-3506), located in Sycamore Hall.

A student with a disability must make his/her needs known to the ADA/504 Coordinator or to the appropriate academic department head. The student is responsible for providing evidence of a condition that requires academic adjustments or auxiliary aids. Upon documentation, The Naropa Institute will take the steps necessary to ensure reasonable accommodations. No student with a documented disability will be denied benefits, nor be excluded from participation in, or otherwise subjected to discrimination because of the absence of educational auxiliary aids for impaired sensory, manual, or speaking skills.

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 promote a holistic approach to the education of the student body by overseeing the general welfare and quality of life of the student from his or her entry into the Institute, through graduation and entry into the work world. The Dean of Students supervises Student Services and is an advocate for the student voice with college staff and faculty on all policy issues and other matters of concern to the student body.

Finding Boulder

The Institute is approximately 25 miles northwest of Denver. From Denver take I-25 north to U.S. 36 (the Denver-Boulder turnpike). U.S. 36 becomes 28th Street. Turn left on Arapahoe Avenue, left on 20th Street, and left 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 limousine or bus is available from Denver International Airport.

Community Services

One of the functions of Student Services is to guide students to resources on campus, and point them to further resources in the Boulder community. Referrals and resources are available for housing, health care, health insurance, counseling, food resources, emergency needs, childcare, and more. Our resources range from books and journals to bulletin boards listing events and services, and computerized databases. Boulder has a strong network of agencies and services that can benefit Naropa students. The city has a reputation as a sports and fitness center, and offers an array of cultural events rivaling those of larger cities. Boulder is exciting, stimulating and always entertaining, and the staff in Student Services can help students discover it!

Housing

Student Services provides information to help new students search for a place to live. A housing bulletin board is located adjacent to the office. Students use the board to post the housing situation they desire and look at the offerings posted. Other resources include the Naropa Housing Information sheet, which provides the location of other local housing listings.

The Boulder housing market is tight, so the more time students allow themselves to look for a place to live, the better. Plan to allow at least one month to secure housing. The Naropa Housing Information sheet lists typical rental costs for the area. A list of short-term housing options, such as the Youth Hostel and Boulder Mountain Lodge, is available from Student Services. Staff in Student Services can assist students wanting to connect with other students in their housing search.

Alternative Transportation

The Institute encourages the use of alternative transportation to support environmental concerns such as air quality and our limited parking space. Degree-seeking students receive an Eco-Pass that allows them to ride the RTD buses in Boulder and throughout the Denver-Boulder region, including travel to Denver International Airport and Eldorado Ski area free of charge. The bus pass is paid for as part of the registration fee and received following tuition payment each semester. We also have a Community Bicycle Program which allows Naropa community members to borrow bicycles for up to a half a day for use around town.
New Student Orientation

Every fall semester, a five-day orientation period precedes the first day of classes. New students are required to attend orientation. During this time, students are introduced to the faculty, administration, and returning students, and are oriented to the curriculum, facilities, and the philosophy of contemplative education. The Writing Proficiency Assessment is administered at this time, and students meet with their academic advisors and register for classes. A three-day orientation is conducted for new students at the beginning of the spring semester.

Counseling

There are three contracted psychotherapists who, for a nominal fee, provide professional, short-term counseling to degree-seeking students. Help is available for depression, study skills problems, stress management, eating disorders, substance abuse, relationships, and other personal issues. We also have an extensive referral service for counselors and mental health workers within the community.

Contemplative Practice

Because of the Institute’s commitment to contemplative education, meditation instruction is offered to any student who requests it. Getting to know oneself and one’s world through meditation practice or other contemplative disciplines is viewed as equally important as the study of specific fields of knowledge. Some programs and classes have a meditation requirement which includes regular meetings with an instructor. There is no charge for meditation instruction.

The meditation taught at Naropa is founded on the Buddhist tradition. However, involving oneself in such practice does not require becoming engaged with the Buddhist faith. It is a mindfulness and awareness practice that is relevant to an individual’s life regardless of religious orientation. The Meditation Practice Coordinator can: (1) associate students with meditation instructors (2) serve as a resource for instructors of other contemplative disciplines, and (3) help students network with other world wisdom traditions on campus and in the Boulder area. Meditation Instructors are assigned during orientation and registration. Students may call Student Services to schedule a time with the Meditation Practice Coordinator.

Community Contemplative Practice Days

Community practice days help foster a sense of community among students, faculty and administration, and to encourage contemplative practice. Classes are suspended for this day, and the entire community is invited to participate in group sitting meditation practice during the morning. Other contemplative disciplines offered during the afternoon include: Japanese tea ceremony; Tai-chi Ch’uan; Ikebana (Japanese flower arranging); and the Mudra Space Awareness practice.

Career Resources

A career counselor is available to assist students with career planning, individual counseling, writing résumés and cover letters, and job referral. The Institute has a growing collection of career and job-related books, trade journals, and periodicals that relate to specific areas of study. The career resource area also houses various career resource publications and a database of alternative sources of funding for education, i.e., non-Naropa grants, loans and scholarships. The Institute periodically sponsors workshops on a variety of career-related topics.

Student Activities and Recreation

Student Services and the Student Union of the Naropa Institute (SUTNI) coordinate activities such as on-campus dances and coffeehouses, local hiking and biking excursions, and multiple opportunities to socialize within the Naropa community. Our office has bicycles, Frisbees, and handy satchs to check out and enjoy on our campus. Boulder was rated as one of the top 10 desirable cities to live in for exercise and sports opportunities by Outdoor Magazine. According to our city’s Bicycle Coordinator, there are more bikes here than cars! Boulder also has three lavish recreation centers available to city residents, as well as mountain parks.

Student Government

The purpose of the Student Government is to create an opportunity to address issues, make decisions, allow for growth, stimulate creativity, insist on humor, and keep the inspiration of the Institute uncompromised—all in a supportive manner. The Student Union of the Naropa Institute (SUTNI) was first established in 1989. SUTNI officers are chosen anew each spring by those members of the student body who wish to participate.

One of the SUTNI officers serves in a voting position on the Naropa Board of Trustees. Students are asked to sit on various academic and administrative committees. The Institute provides one work-study position for SUTNI. SUTNI has helped to establish student groups such as a Lesbian and Gay Community Group, sponsors coffee houses, and publishes a student magazine, The Hot Wheel. There is also a student group called Student Union for Ethnic Inclusion (SUEI), which raises funds for scholarships for writing students of color.
Student Life

Community Newsletter

The Naropa Weekly is the major communication channel for the Institute. The newsletter publishes official notices and announcements about events and issues of interest to the community. All students are expected to read the publication in order to keep informed about Institute policies and deadlines. Produced by the Student Services Office, weekly editions are published during the academic year and two editions are circulated during the summer.

International Student Advising

International students represent approximately 8 percent of the student body and come to Naropa from 17 countries in Europe, Asia, North and South America. They are an important and valued part of the Naropa community.

An international student advisor is available in the Student Services Office to assist students from other countries. This includes orientation about life in the United States, advice about maintaining status with the Immigration and Naturalization Service (INS), assistance with paperwork, and advice about employment and taxation in the United States.

Computer Center (MacLab)

The Computer Center (located in the library), consists of seven Macintosh computers, two DOS computers (PCs) and two printers all available for student use. Microsoft Word, PageMaker and many other programs are available. Students unfamiliar with computers may take free introductory and intermediate Macintosh classes offered throughout the semester by the MacLab staff, which also provides direct assistance to users during posted hours.

Other Resources

Library

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

The library's audio tape collection includes recordings of educational and cultural events, including poetry readings, music performances and talks from major events, such as the Buddhist and Christian meditation conferences and the Jack Kerouac Conference.

The Institute's library services include interlibrary loans. In addition, program students are encouraged to use the two-million-volume Norlin Library at the University of Colorado, a short walk from the Naropa campus.

Performing Arts

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

The Institute schedules a variety of events each semester representative of a strong commitment to performances and the personal journey involved with performance. The Naropa performance community meets weekly with students from all disciplines to explore, play and perform. Coffeehouses are another opportunity for students to share works with the local community. Each performing arts department hosts a works-in-progress night every semester, providing the opportunity for students to perform works. Every semester culminates in a series of arts concerts, which showcase the departments and provide an opportunity to celebrate and share work with Naropa and the larger Boulder community.

Meditation Hall/Maitri Rooms

The Institute houses a Meditation Hall for sitting meditation available to students, faculty, staff and visitors whenever the Lincoln Building is open. Each year, some degree programs hold practice intensives in the Meditation Hall, during which other community members may participate to the extent they wish.

The Institute's founder, Chogyam Trungpa Rinpoche, and Shunryu Suzuki Roshi, of the San Francisco Zen Center, developed a distinctive practice called "Maitri," which helps practitioners develop greater self awareness of the five qualities described in the Mission Statement. This practices requires training in special postures in specially designed rooms. These five custom-built Maitri rooms are available to participants in the Maitri courses offered through the M.A. Contemplative Psychotherapy and B.A. Contemplative Psychology programs. The Maitri rooms are also available to M.A. Contemplative Psychotherapy students who have completed the residential Maitri Program, and to any other Naropa Institute students who have received Maitri practice instruction.

Naropa Cafe

A small, independently operated kitchen is housed in the center of the college, offering both warm and cold
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snacks and “gourmet” meals. The cafe is open from 8:30 a.m. to 5:00 p.m., weekdays during the Fall and Spring semesters and the Summer session.

Naropa Campus Store

The Naropa Campus Store stocks periodicals, journals, and books, many of which are used in Naropa courses. It offers an in-depth selection of titles in anthropology, contemplative religion, dance therapy, ecology, literature, poetry, and psychology. School supplies, stationary, snacks, ice cream, and cold drinks, T-shirts and personal care items are also available. The bookstore is open from 9:00 a.m. until 5:00 p.m., weekdays.

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 Catalogs, the Summer Catalog, and The Naropa Institute Degree Student Handbook.

The Naropa Institute Degree Student Handbook

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: what constitutes 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 basis for relating to the Institute community and to our society at large. They also apply to any grievances or disputes. These guidelines are personal reminders of how to create a sane society. For a complete description of this code, refer to The Naropa Institute Degree Student Handbook.
Academic Information

Student Responsibility

Students are responsible for knowing and following the policies and regulations stated in this catalog and the Student Handbook, and for knowing and satisfying all registration and degree requirements. Guidance should be obtained from an advisor but final responsibility remains with the student. Students should particularly familiarize themselves with the Student Handbook, which is distributed to new students at orientation and available from the Office of Student Services. The Handbook provides more detailed information on the policies and procedures described in this section.

Academic Year

The Naropa Institute operates on the semester system. Academic credit is awarded in terms of semester credit hours. One semester credit hour represents approximately 15 hours of classroom contact, or one hour per week over 15 weeks. The academic year has two 15-week semesters, Fall and Spring. In addition, the Summer Session (generally June 1-August 1) 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, Contemplative Psychotherapy, and Transpersonal Counseling Psychology. Students in other programs may take summer courses for credit toward a degree contingent on prior approval by the department.

Full-Time Status

The following represents the minimum number of credit hours taken to qualify as a full-time student. Full-time students may enroll for more credit hours than the minimum and normal progress in most programs may require that more credits per semester be taken. The stated minimum refers only to courses taken for credit. Courses not taken for credit are not considered in determining full, 3/4-, and 1/2-time status.

Undergraduate Students, per semester:
- Full-time: 12 or more credits
- 3/4-time: 9-11.9 credits
- 1/2-time: 6-8.9 credits

Graduate Students, per semester:
- Full-time: 9 or more credits
- 1/2-time: 6-8.9 credits

See the heading “Special Student Status” in “Getting Registered” section of the Student Handbook for the sole exception to this policy.

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: Contemplative 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 programs have a maximum time limit within which students must complete their course of study. Students should check with their advisor.

Special Course Opportunities

In addition to registration for regularly scheduled courses, students may enhance their learning experience at The Naropa Institute in a variety of ways, including:
- Independent Study
- Private Lessons
- Out of Residence Study
- Auditing Courses
- Non-Credit Courses

Please consult the “Getting Advised” section of the Student Handbook for a complete description of each of these opportunities and the policies associated with them.

Course Registration

Academic Advising. Each student will be assigned an academic advisor, either a faculty member or someone specially trained as an 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 assure that the student is working towards satisfying all graduation requirements, and is developing a coherent curriculum. It is the advisor's responsibility to approve course selection for the student before each semester's registration, and to consider requests for out-of-residence and independent study. 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.

Please consult the Student Handbook section “Getting Registered” for a complete description of how to:
- register for courses and workshops
- add, drop, and withdraw from courses
- change course status

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Academic Information

Grading

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

Undergraduate Grading Scale:

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

For undergraduate students, a grade of “D” is minimally adequate. An undergraduate student does not receive credit for a course in which s/he receives the grade of “F.”

Graduate Grading Scale:

- A = Excellent
- B = Good
- B- = Acceptable
- C = Failure

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

For calculating a Grade Point Average, the numerical equivalents of each grade are:

- A+ = 4.0
- A = 4.0
- A- = 3.7
- B+ = 3.3
- B = 3.0
- C+ = 2.3
- C = 2.0
- C- = 1.7
- D+ = 1.3
- D = 1.0
- F = 0

Please consult the Student Handbook section “Getting Graded” for other grading information, including:

- Incomplete
- Pass/Fail
- Academic Standing, Probation, and Suspension
- Contesting a Grade

Undergraduate Study

The Bachelor of Arts Program

The faculty of The Naropa Institute, under the direction of the Vice President for Academic Affairs, have established requirements and criteria for graduation with the degree Bachelor of Arts. These requirements include both the breadth and depth of study traditionally associated with the liberal arts tradition in higher education. In addition, the Institute’s contemplative 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 study prior to transfer to Naropa, including courses in the natural sciences or math, the social sciences, humanities, and the creative process. Depth is supplied through the student’s major area of study at the Institute.

The elements of the Bachelor of Arts degree programs are drawn together during the senior year through comprehensive exams and senior projects in the student’s major area of study. These elements may be written, oral, and/or performance-oriented, depending on the requirements of the specific department. Final projects or exams provide a culmination of study and are the climax of the student’s journey at the Institute.

Bachelor of Arts Graduation Requirements

A student must meet the following requirements to receive the Bachelor of Arts degree from The Naropa Institute. Please consult the “Getting Advised” section of the Student Handbook for a more thorough description of each of these requirements.

- Pass the Writing Proficiency Assessment with a grade of “Satisfactory.”
- Earn a total of 120 credit hours with a cumulative Grade Point Average of at least 2.50
- Earn 60 lower-division credit hours, either prior to transfer to the Institute or in the Foundation Year
- Earn the final 60 upper-division credit hours at the Institute
- Complete the requirements for one of the B.A. major programs at the Institute (normally 24 credit hours)
- Complete a minor of at least 9 credit hours
- Complete 6 credit hours of contemplative coursework
- Fulfill the General Education requirements

Bachelor of Arts Degree Program Curriculum

Writing Proficiency Assessment. The ability to write clear, articulate original compositions is another important element of the Bachelor of Arts program. All entering students are required to take the Institute’s Writing Proficiency Assessment during orientation—regardless of previous training. Each student must pass the Writing Proficiency Assessment before registering for the senior year (or taking more than 30 credits).

Major. The core of the bachelor of arts degree program is the student’s major area of artistic or
intellectual discipline. At least 24 semester credits are required to fulfill the requirements of a declared major. Students majoring in Interdisciplinary Studies are required to complete 40 semester credits in the several designated departments supporting the major. These students are not required to declare a minor area of study. (See description for Interdisciplinary Studies B.A. in this catalog.)

Minor. The minor field of concentration is designed to provide the student with experience in an alternative area of creativity or study. Nine semester credits within any department must be taken to satisfy the requirement for the minor area of study. Please consult the “Getting Advised” section of the Student Handbook for the disciplines in which minors are offered.

Meditation/Contemplative Requirement. The six-credit meditation/contemplative arts requirement is satisfied through courses such as: Meditation Practicum, Shamatha Training, Tai-Chi Ch’uan, Aikido, Kyudo, Ikebana, Bugaku, Calligraphy, and Tangka painting (3 credit hours each). These courses provide students with training in mindfulness of the present moment and awareness of their environment. The Meditation Practicum specifically instructs students in shamantha/viposhyana meditation practice, the primary meditation technique common to most Buddhist traditions. Shamhala Training consists of a series of weekend seminars and presents intensive meditation training within a secular context. The other contemplative arts involve awareness training emphasizing synchronization of mind and body. Please consult the “Getting Advised” section of the Student Handbook for a list of courses which fulfill the contemplative requirement.

General Education Requirements.

The following information details the General Education categories, the number of credits required in each category, and the types of courses which satisfy the requirements: Many undergraduate students will fulfill most of these requirements prior to transferring to The Naropa Institute. Please consult the “Getting Advised” section of the Student Handbook for a list of current Naropa courses which fulfill each category.

**Humanities (8 semester credit hours)**
Criticism of Arts, Ethics, Foreign Languages, Historical and Philosophical Approaches to Social Sciences, History, History Theory, Jurisprudence, Linguistics, Literature, Philosophy and Logic, and Religious Studies.

**Social and Behavioral Sciences (4 semester credit hours)**
Anthropology, Economics, Geography, Government, Political Science, Psychology, and Sociology.

**Artistic Process (4 semester credit hours)**
Experiential and studio courses in the arts: Acting Technique, Creative Writing, Dance Technique & Composition, Visual Arts, etc.

**Mathematics and Natural Sciences (4 semester credit hours)**
Anatomy, Biology, Botany, Chemistry, Computer Science, Geology, Mathematics, Physics, and Zoology.

**Electives.** Electives, taken from any of the Institute’s undergraduate departments, complete the 60 credits required for the upper-division program. With the guidance of academic advisors, students may use general electives to take additional courses in their major or minor disciplines. Through electives, students are encouraged to establish a broad and comprehensive liberal arts education.

**Certificate Programs**

The Naropa Institute Certificate programs are offered within major undergraduate departments and attract students from diverse backgrounds who seek focused study within a specific discipline. Certificate programs last one academic year and require 30 semester credits of coursework, of which at least 12 credits must be in the area of concentration. (The number of credits in the area of concentration varies by department. See requirements for individual programs in the Undergraduate Areas of Study section of this catalog.) Certificate students are not responsible for: completing general education courses; passing the Writing Proficiency Assessment; declaring a minor; or fulfilling the meditation and contemplative arts requirements, all of which apply to B.A. students.

**Graduate Study**

**Master of Arts**
**Master of Fine Arts**

Professional and academic training is provided by the Institute’s eight master-level programs: Body Psychology; Buddhist Studies; Dance/Movement Therapy; Environmental Leadership, Gerontology and Long-Term Care Management; Psychology: Contemplative Psychotherapy; Transpersonal Counseling Psychology (including Art Therapy and Music Therapy); and Writing and Poetics (M.F.A.).

Four graduate programs include extensive internships: Dance/Movement Therapy, Gerontology and Long-Term Care Management, Contemplative Psychotherapy, and Transpersonal Counseling Psychology. All programs culminate with a major written presentation.
Academic Information

Each program has specified a recommended and/or required completion time pace. The Master of Fine Arts in Writing and Poetics requires one-and-one-half to two years, which include two summer intensives. Buddhist Studies, Dance/Movement Therapy, Body Psychology, and Transpersonal Counseling Psychology require a minimum of two years. The Contemplative Psychotherapy program requires two and three-quarters years to complete. Some programs may be taken at a slower pace, on a part-time basis. The Master degree program in Gerontology and Long-Term Care Management can be completed in either 18 months or 20 months of study, depending on which option the student selects.

Masters Degree Graduation Requirements

Each graduate program has established a required number of credit hours and specific course, thesis, and other requirements for completing the master’s degree. Please consult the following program descriptions for the requirements for each program.
# Academic Programs

## Academic Degree Programs

The Naropa Institute offers the following degrees:

<table>
<thead>
<tr>
<th>Bachelor of Arts</th>
<th>Master of Arts</th>
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<td>EC Early Childhood Education</td>
<td>EM Environmental Leadership</td>
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<tr>
<td>EB Environmental Studies</td>
<td>LT Gerontology &amp; Long-Term Care</td>
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<tr>
<td>AN Anthropology</td>
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<td>EC Ecology</td>
<td>PM Contemplative Psychotherapy</td>
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<td>HR Horticulture</td>
<td>PS Somatic Psychology</td>
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<td>NA Native American Studies</td>
<td>PT- Transpersonal Counseling Psychology</td>
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<td>IA InterArts</td>
<td>Art Therapy</td>
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<td>PA Dance/Movement Studies</td>
<td>Music Therapy</td>
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<td>Mu Music</td>
<td>RM Buddhist Studies</td>
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<td>Th Theater</td>
<td>Tibetan or Sanskrit Language</td>
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<td>IN Interdisciplinary Studies</td>
<td>Contemplative Religion</td>
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<tr>
<td>PB Contemplative Psychology</td>
<td>Engaged Buddhism</td>
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<td>Buddhist &amp; Western Psychology</td>
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<td>Jungian Psychology</td>
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<td>Psychology of Health &amp; Healing</td>
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<td>Transpersonal &amp; Humanistic Psychology</td>
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<td>RB Religious Studies</td>
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<td>TR Traditional Eastern Arts</td>
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<td>VAR Visual Arts</td>
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<td>WR Writing &amp; Literature</td>
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</table>
Early Childhood Education

Full-Time Faculty: Richard Brown (chair)

Part-Time Faculty: Annette Crawford, Gene Hooley, Margot Iseman, Shelly Kessler, Darlene Lorrain, Bernie Marek, Alice Renton, JoAnn Robinson, Mindy Upton

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 laying 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 awareness practice. The practice of meditation gives clarity, confidence and appreciation to 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 way of being. Mindfulness practice leads to direct 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 then 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 Naropa's Alaya Preschool, or another affiliated contemplative setting.

Professional Status of Graduates: This B.A. degree is designed to provide the training to qualify one in the State of Colorado as a preschool teacher with group leader qualification, director of a large childcare center, or as a private kindergarten teacher. Those interested in teaching other grade levels 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 completion of the 8 following 3 credit hour courses, for a total of 24 semester credits of coursework in the major:

First Year, Fall Semester
ECE 300 Foundations of Contemplative Education
ECE 320 Movement in Education

First Year, Spring Semester
ECE 350 Maitri and Learning Styles
ECE 380 Child Development & Creativity

Second Year, Fall Semester
ECE 430 Teaching Preschool Children
ECE 550 Holistic & Contemplative Traditions in Teaching

Second Year, Spring Semester
ECE 450 Supervised Teaching Practicum
ECE 460 Administration of a Childcare Center

Early Childhood Education majors must also complete a minor in Traditional Eastern Arts.

Certificate Program for Early Childhood Education

The Certificate for those who already hold a B.A. degree represents no recognized 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 15 credits in core ECE courses.
Environmental Studies

Full-time faculty: Eagle Cruz, Forrest Ketchin (chair)

Part-time faculty: Jane Bunin, Richard Dart, Bob Howard, Paula Palmer, Charles Patterson, Elizabeth Roberts, Peter Warahall

Administrative Assistant: Mark Wilding

When human beings lose their connection to nature, to heaven and earth, then they do not know how to nurture their environment. Healing our society goes hand in hand with healing our personal, elemental connection with the phenomenal world.

— Chogyam Trungpa, Rinpoche

The Naropa Environmental Studies program features an integrated, multidisciplinary curriculum that joins the study of ecosystems with the study of human systems to foster an understanding of the whole. The program is grounded in the first principle of Ecology—that everything is interconnected—and encourages all inquiry from an ecocentric and living systems perspective. Our approach to learning reflects our commitment to the whole of things by emphasizing the union of science, spirit, and engagement. The result is a balance of the contemplative and analytical routes to understanding. Science is viewed as an important way of knowing that, in combination with other ways of knowing, can lead to profound insight and effective action.

B.A., Environmental Studies

The B.A. program provides an education for a rich, personal, and informed relationship with nature, and for lives and work that benefit the Earth and all its inhabitants. B.A. graduates gain a broad education about the environmental field, which includes some specialization in an area of personal interest. This prepares them for entry into a number of environmental careers, and/or for advanced study in their concentration.

Descriptions of the Concentrations

Anthropology emphasizes the cultural perspective, especially the richness of adaptation among traditional cultures, as revealed by subsistence patterns, social systems, religion, ritual and sacred experience, interpersonal relationships, and the processes of social and cultural change.

Ecology emphasizes the study of ecological principles, human-ecosystem interactions, and a living systems understanding of sustainability. The diverse ecosystems of the High Plains, Front Range and the Southwest, from plains grassland to mountain forests and alpine tundra, are our natural laboratory.

Horticulture fosters a contemplative approach to work on the land, through academic study and practical gardening experience at Hedgerow Farms, a Naropa-affiliated organic farm near Boulder. The design of ecologically sustainable agriculture is emphasized.

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

Resources

The High Plains and the Front Range of the Rocky Mountains along with the deserts of the Southwest provide an exceptionally rich natural laboratory for ecological field study, and are resources of the Environmental Studies program. Including the grassland ecosystem of the prairie, the alpine tundra of the Continental Divide, and the Colorado plateau country, 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 United States High Plains and the nearby Southwest. In addition, the Boulder area is home to numerous environmental and educational organizations and consulting firms, providing opportunities for senior projects, internships, and opening up career opportunities.

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

Hedgerow Farms, a 20-acre farm, 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
Academic Programs

to experience contemplative gardening in a rural setting, and to study the relationship between horticulture and ecology.

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; and commitment to living in harmony with the Earth, as citizens concerned with furthering a sustainable future.

Pre-requisites for admission:
In addition to the standard admission criteria, Environmental Studies majors must have completed the following three courses with a grade of "A" or "B":
- Introductory US Government or Political Science
- Introductory Earth or Life Science
- Introductory Cultural Anthropology

Curriculum

The B.A. degree in Environmental Studies is composed of 24 credit hours of core courses required of all majors, plus a minimum of three more courses (9 additional credit hours) from one of four concentration areas that form the foundation of the program's academic content -- Anthropology, Ecology, Horticulture, and Native American Studies. The concentration courses fulfill the Institute requirement for a BA minor.

Two parallel learning strands weave this curriculum together: the Academic/Informational, and the Contemplative/Process. These strands are conceived of as a journey, or story, with stages and passages.

Core Courses. The core courses take the student through three stages, establishing the partnership of the two learning strands. The second stage focuses on uniting science and spirit. The third emphasizes engagement. The courses required in the engagement stage vary according to the concentrations chosen.

Core courses
ENV 300 Nature, the Sacred, & the Contemplative Experience 3
ENV 320 Ecology & Evolution 3
ENV 340 Garden World 3
ENV 500 Human Systems & Evolution 3
ENV 510 Exploring our Sacred Environment 3
ENV 520 Deep Ecology in Context 3

ENV 530 Environmental Problem Solving &/or
ENV 540 Contemplative
Environmental Engagement 3
ENV 480 Senior Project &/or
ENV 550 Sustainable Communities 3

TOTAL 24

Concentrations. Each concentration offers several in-depth courses that allow students to specialize in particular academic areas. All courses emphasize a balance of skill, information, practice, and theory. Students concentrating in Horticulture and Native American Studies are required to take Contemplative Environmental Engagement in the core. Those concentrating in Ecology and Anthropology are required to take Environmental Problem Solving in the core.

Specific course requirements for each concentration are as follows (all are 3 credit hours):

Anthropology:
ANT 500 Anthropology of Consciousness
ANT 550 Cultures, Global Society & Third World Issues
ANT 560 Participatory Research & Practical Ethnography

Ecology:
ECO 500-550 Water Quality & Watersheds I & II
ECO 510 Basic Field Ecology
ECO 560 Global Ecological Issues

Horticulture:
HOR 500 Landscape & Garden Design
HOR 510 Small Farm Management
HOR 520 Vegetable Garden

Native American Studies:
NAM 500 History of the Western U.S.
NAM 550 Contemporary Issues in Native America
NAM 560 Survival Skills

M.A., Environmental Leadership

In July 1995, The Naropa Institute inaugurated a new masters-level program within the Environmental Studies department called "Environmental Leadership."

Background

The Naropa Institute's M.A. in Environmental Leadership joins the study of ecosystems and human systems with a path of personal and societal transformation. As planetary citizens, we are faced with difficult ethical choices requiring major changes in all realms of human experience—political, economic, spiritual, societal, and cultural. Choosing wisely demands a deepening of personal wisdom as gained from the natural world, and the courage to engage issues of all scales. The natural world teaches that humans are not apart from their environments, suggesting that common usage of the word "environment" is misleading because it implies separateness. From this comes the illusion that
"human" and "environmental" issues are separate. It is imperative that we surrender this illusion if we are to train wise, just, and compassionate leaders for the next millennium.

Program Description

The Master's degree in Environmental Leadership program is meant to foster wise, just, and compassionate environmental engagement of all kinds through a balanced, integrated curriculum that addresses the multiple aspects of environmental problems. Creating healthy communities is understood to be an important factor in environmental restoration.

Students with diverse interests and backgrounds are accepted into the program, based on certain basic natural and social science prerequisites. These prerequisites may be "made up" during the summer and first semester after acceptance.

The curriculum design is unique and maximizes outreach to esteemed faculty from all over the world. It is composed of a core of courses required of all program students, and an internship placement (also available as electives, or practicum) opportunity to specialize.

The core is structured as a search for balance between knowledge and wisdom, and carries the student through three stages. It is composed of four basic two-semester courses, two of these running simultaneously. Eight leadership intensives over two years are part of these basic courses. The CORE is rounded out with several required shorter courses.

The internship placement (or electives/practicum), plus the thesis, allow the student to tailor the degree by joining the core courses with topics of special interest.

Academic Programs

The student may choose between a traditional MA thesis, or an MA report. In either case, faculty guidance will be available throughout the research, project, and writing phases.

The program requires a total of 60 credit hours and may be taken in two, three, or four years.

Course Requirements

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<td>ENV 630 Transforming Systems I</td>
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<td>ENV 640 Deep Ecology of the Wilderness Experience</td>
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Foundation Year

Faculty: Dee Coulter, Candace Walworth (chair)

Foundation Year (sophomore year) courses are designed to support investigation of the principles and practice of contemplative education. The core courses in this program provide a strong educational and experiential foundation for anyone new to Naropa.

A first semester Foundation Year student typically takes:

- the following two courses:
  - Those entering fall semester:
    - FND 248 Coming to Voice
    - PSY 370 Cognitive Studies
  - Those entering spring semester:
    - FND 200 The Naropa Seminar
    - FND 230 Great Works
- one course in the department he/she intends to declare as an upper-division major;
- one contemplative practice class, such as T'ai-chi Chu'a'n, Aikido, Calligraphy, Yoga, Meditation Practicum, etc.; and
- one or two electives selected from Naropa's undergraduate course offerings.

Foundation Year Students may wish to participate in an orientation canoe trip, PSY 530 Journey to the Source.

Second semester Foundation Year students will develop a plan of study in consultation with their advisor. This plan would typically include additional Foundation courses such as FND 250 Writing Practicum, FND 260 The Greeks, Goddesses and Us, and/or FND 270 Metacognition Seminar. Students would typically take a second contemplative practice class, an additional course in a potential major, and electives.

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 Admission section of this catalog).
Gerontology & Long-Term Care Management

Full-time Faculty: Bette Hadler (interim chair)

Part-Time Faculty: Elisabeth Borden, James Emery, Sue Evans, Victoria Howard, Marilyn Israel, Jeff Jerebker, Lynne S. Katzmann, James Mertz, Kathy Naman, Susan Skjei, Amanda Trosten-Bloom, Lucien Wulsin

"A human being would certainly not grow to be seventy or eighty years old if this longevity had no meaning for the species to which he belongs."

Carl Jung, Modern Man in Search of a Soul

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 allocated to elders continues to be limited, particularly for those suffering from chronic disability and illness. We seek longevity, yet we see old age as a fearful decline. Our services to, and our care centers for, frail elders are the products of our cultural prejudices and are, for the most part, uninformed by any vision of the social value of long life. The work of caring for those who are chronically ill, the elderly, and dying is not valued highly. The pay is low, the workload difficult, and on-the-job training and support is minimal. Few acknowledge the emotional pain of caring for dozens of ill and dying people on a daily basis. Ultimately, this situation results in poor quality care and a quality of life 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 these problems. This law marked a major shift in public policy. Caregiving must now be “resident centered.” What is clearly required is a curriculum and training program for caregivers and their managers that 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 trains psychotherapists who have established highly effective residential treatment services for persons with severe psychosis, the indigent chronically mentally ill, and the frail elderly. Fiñon Management provides high quality services, program initiatives, and turnaround expertise to nursing homes, hospitals, assisted living facilities, adult day care programs, and personal care boarding homes. Juniper Partners, an investment group, collaborates with facility management to enhance resident quality of life and encourage a sense of community among residents, staff, and management. Their goals are to develop a masters-level program to train Administrators of long-term care facilities and services, and to demonstrate a new caregiving model that better addresses the psychological needs of nursing home residents.

Curriculum of the Master's Program

It is the mission of The Naropa Institute Program in Gerontology and Long-Term Care Management to ease our culture’s fear of aging and death by developing an intergenerational educational and caregiving community that models creativity, appreciation 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 are prepared to act as agents of change in the long-term care industry. They have the knowledge and skills necessary to create appropriate therapeutic environments for our society’s 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 Colorado and in most other states. It will also prepare graduates for administration of other types of long-term care facilities and elder-care services. The program’s course work is also designed to meet continuing education requirements for a variety of health care professionals. While the program is primarily designed for degree students, certain courses will be open to non-degree students for continuing education purposes.

The Long-Term Care degree combines training in mindfulness and body-awareness disciplines with classroom study, an internship, and a seminar designed to provide faculty guidance of the internship experience. Faculty members screen degree program applicants through a personal interview process to insure a level of maturity appropriate to this type of training and career.
Academic Programs

The degree program is generally 16 months long (a total of 50 semester hour credits). However, students have the option to elect an alternate 20-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 disciplines serves as the ground for working with old age and the dying process. Training the mind through traditional mindfulness/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 technique of basic attendance, which is at the heart of the Naropa therapeutic approach. The Institute offers a variety of traditional and contemporary disciplines for enhancing one's understanding of the mind-body relationship.

(2) A series of courses on Working with Old Age and Death use mindfulness and body awareness training as a basis for understanding these issues. The therapeutic team approach is also introduced. These courses present the view that aging is a psychological and physical situation common to all. By coming to terms with where we are in the human life-cycle, including our experiences of impermanence and loss, we are able to enter the world of the older adult. As we go off of our fear of aging, we are able to appreciate the opportunity of caring for frail elders and can work with care-giving as a selfless and enriching practice.

(3) The series of courses on Administration and Management provide specific skills needed to operate long-term care facilities as required by state and national standards for licensing nursing home administrators. These courses are taught with an orientation consistent with the therapeutic environment perspective presented in the other courses. They also draw upon the work of business educators who acknowledge the human and spiritual dimensions of business management.

(4) The Administrator-in-Training (AIT) Internship is a 12-month, part-time practical training in a long-term care facility. It includes on-site training from the facility's administrator, who serves as preceptor. The AIT internship involves a rotation through each of the major areas of nursing facility 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 faculty guidance. At the end of internship, students are required to complete a Master of Arts process paper based on their internship experience.

Requirements for the masters 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 Administrator-in-Training internship. The program concludes at the end of the second Fall semester with the completion of the 12-month internship and final session of coursework. In general, courses are offered during selected evening and weekend hours to accommodate internships and continuing education students. Students may also elect a 20-month schedule of coursework and internship, concluding with a second Spring semester (more information follows).

Course Calendar

16-MONTH OPTION

<table>
<thead>
<tr>
<th>Fall I (15 weeks)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LTC 600 Psychological Tasks of Aging</td>
<td>4</td>
</tr>
<tr>
<td>LTC 610 Concepts of Management</td>
<td>2</td>
</tr>
<tr>
<td>LTC 620 Long-Term Care Delivery Systems</td>
<td>2</td>
</tr>
<tr>
<td>LTC 630 Principles of Accounting</td>
<td>2</td>
</tr>
<tr>
<td>LTC 640 Concepts of Health &amp; Disease</td>
<td>2</td>
</tr>
<tr>
<td>LTC 700 Program Seminar</td>
<td>.5</td>
</tr>
<tr>
<td>Body Awareness Elective</td>
<td>2</td>
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<tr>
<td>SUBTOTAL</td>
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<table>
<thead>
<tr>
<th>Spring I (15 weeks)</th>
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<tbody>
<tr>
<td>LTC 680 Death &amp; Loss as Opportunities for Healing</td>
<td>1.5</td>
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<tr>
<td>LTC 650 Therapeutic Approaches to Long-Term Care</td>
<td>3</td>
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<tr>
<td>LTC 660 Models of Long-Term Care</td>
<td>2</td>
</tr>
<tr>
<td>LTC 670 Health Care Policy</td>
<td>2</td>
</tr>
<tr>
<td>LTC 680 Revenue Sources &amp; Reimbursement</td>
<td>2</td>
</tr>
<tr>
<td>LTC 800 Professional Seminar</td>
<td>1.5</td>
</tr>
<tr>
<td>LTC 850 AIT Internship (Begin 3/1)</td>
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<table>
<thead>
<tr>
<th>Summer (8 weeks)</th>
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<tbody>
<tr>
<td>LTC 720 Facilities Management</td>
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<tr>
<td>LTC 730 Banking, Capital Markets, &amp; Finance</td>
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</tr>
<tr>
<td>LTC 800 Professional Seminar</td>
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</tr>
<tr>
<td>LTC 850 AIT Internship</td>
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<tr>
<td>Contemplative Elective</td>
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<td>SUBTOTAL</td>
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<table>
<thead>
<tr>
<th>Fall II (15 weeks)</th>
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<tr>
<td>LTC 740 Human Resource Management</td>
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<tr>
<td>LTC 750 Legal &amp; Ethical Environment of LTC</td>
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<tr>
<td>LTC 760 Community Relations &amp; Marketing</td>
<td>2</td>
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<tr>
<td>LTC 850 AIT Internship</td>
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<tr>
<td>LTC 880 Masters Paper Seminar</td>
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| TOTAL CREDITS | 50 |

20-MONTH OPTION

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<tr>
<td>LTC 600 Psychological Tasks of Aging</td>
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<tr>
<td>LTC 610 Concepts of Management</td>
<td>2</td>
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<tr>
<td>LTC 620 Long-Term Care Delivery Systems</td>
<td>2</td>
</tr>
<tr>
<td>LTC 630 Principles of Accounting</td>
<td>2</td>
</tr>
<tr>
<td>LTC 700 Program Seminar</td>
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<tr>
<td>Body Awareness Elective</td>
<td>2</td>
</tr>
<tr>
<td>SUBTOTAL</td>
<td>12.5</td>
</tr>
</tbody>
</table>

42
### Spring I (15 weeks)
- LTC 580 Death & Loss as Opportunities for Healing: 1.5
- LTC 650 Therapeutic Approaches to Long-Term Care: 3
- LTC 690 Models of Long-Term Care: 2
- LTC 690 Revenue Sources/Reimbursement: 2
- LTC 800 Professional Seminar: 1
- LTC 850 AIT Internship (Begins 5/1): 1

**SUBTOTAL: 10**

### Summer (8 weeks)
- LTC 720 Facilities Management: 0.5
- LTC 730 Banking, Capital Markets & Finance: 1
- LTC 800 Professional Seminar: 1
- LTC 850 AIT Internship: 5
- Contemplative Elective: 2

**SUBTOTAL: 8.5**

### Fall II (15 weeks)
- LTC 840 Concepts of Health and Disease: 2
- LTC 740 Human Resource Management: 2
- LTC 750 Legal & Ethical Environments of LTC: 2
- LTC 760 Community Relations & Marketing: 2
- LTC 800 Professional Seminar: 1
- LTC 850 AIT Internship: 3

**SUBTOTAL: 12**

### Spring II (15 weeks)
- LTC 670 Health Care Policy: 2
- LTC 850 AIT Internship: 3
- LTC 880 Master’s Paper Seminar: 1

**SUBTOTAL: 6**

**TOTAL CREDITS: 50**
Academic Programs
InterArts Studies
Theater/Dance/Music

Full-Time Faculty: Diane Butler (Chair), Barbara Dilley, Mark Miller, Lee Worley

Part-Time Faculty: Susan Aposhyan, Filipe Brun, Carol Crutchlow, Maggie Donaghy, Bill Douglas, Elena Giuliani, Robert Hall, Margot Isemann, Tracy Kiteya, Art Lande, I Made Lasmawan, Adwca Lemieux, Carol McDowell, Nicol McGough, Polly Motley, Pat Mowry-Rutter, Paul Oertel, Kay Peper, Khabu Doug Young, Chris Zorn

Guest Faculty: Samuel Avital, Molly Davies, Ethelyn Friend, David Schein, Steven Taylor, Keith Terry, Kevin Westley

The InterArts Studies program invites innovative art students to practice their primary discipline while developing a well-informed relationship with other art forms and contemplative practices. Students are encouraged to find a balance between their personal development and increased tools for collaborating with artists in other disciplines. Contemplative practices enrich the artistic process by offering a clear understanding of the experience of synchronization of body and mind, an essential training for healthy creative process.

Traditional Eastern Arts, contemplative practice, the study of world wisdom traditions and the sitting practice of meditation are at the center of the InterArts Studies Program. These practices reflect the college’s unique approach to developing artistic expression through the development of awareness and increased precision in articulation of personal creative insight.

InterArts Studies consists of these areas of concentration: Music, Dance/Movement Studies, and Theater. There are two areas of focus in 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 shaking up 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 context to art. Multi-discipline core courses, workshops with visiting artists and formal and informal performance/presentation opportunities 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 InterArts Summer Program is highly recommended as an opportunity to enrich student’s experience. Summer faculty have included; Meredith Monk, Rachel Rosenthal, Jerry Granelli, Nancy Stark-Smith, Ruth Zaporah, Cecil Taylor, Lisa Kraus, Obo Addy, Corey Fischer, Jay Clayton and others.

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 Ch’uan, Aikido, Kyudo, Yoga, Contemplative Dance Practice, Mudra Space Awareness, and the Japanese arts of flower arranging, calligraphy and tea ceremony as well as Meditation Practicum and Shambhala Training.

2. Discipline Specific Training - Foundation work in Music, Dance, and Theater technique is practiced in courses designed to enhance student’s skills in their primary discipline. Sample courses include; Music Skills, Contemporary Ear Training, Private Music Lessons, Contemporary Dance Forms, Basic Acting, and Character Acting.

3. Creative Process/Improvisation - Improvisation focuses on cultivating awareness in relation to personal creative expression. Class work includes a physically based personal warm-up, voice/sound work, and exploration of improvisational structures in solo and group forms. These courses investigate the generation of creative material through a balance of structure and spontaneity.

4. Creative Process/Composition - Composition focuses on discipline specific and interdisciplinary perspectives on the generation of material for performance work. Training includes experimentation with the full range of artistic expression - music, text, movement, sound, props and environment. Explorations are based on individual and collaborative activities.

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 international acclaim within an environment that furthers creative process is central to those workshops. Courses are offered during the year-round and summer program and have included; Video & the Creative Process, Butoh, InterGenerational Performance, Mask Making & 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
Academic Programs

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.

7. Technical Production - Courses utilize 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 simple ideas and the development of a language for collaboration. Students are trained in the roles of lighting or set designer, producer, stage manager, master electrician or sound operator for a production within the term.

8. Performance Studies - A two semester senior seminar is offered for InterArts Studies and Interdisciplinary students with an emphasis in performance and prior experience in creative process. Seminar presentations include topics related to creative process, exchange of information, and student presentations on research and personal investigations. Faculty from various disciplines provide guidance in developing performance projects, peer group support, and critique skills. Students then engage in independent studio time and works-in-progress showings as works begin to evolve. Projects are presented in Coffeehouse, Salon, Student Arts Concerts, Garuda Theater, Senior Music Recitals or community outreach activities. Non-performance projects in research, pedagogy and training process are appropriate.

Concentration in Theater Studies

Learn how to love the art in yourselves, not yourselves in art.

- Constantin Stanislavski

The intention of the Theater Studies concentration is to investigate the nature of being a human being, not as a philosophical or psychological exercise, but directly and experientially, moment by moment. The practice of theater reawakens the human capacity to play and, through play, to explore perspectives and ideas outside of one's habitual world view—to walk for a while in another's shoes.

Students are encouraged to seek within themselves and their experience for the images and ideas they wish to communicate to an audience. This is so whether the material is taken from classical theater or from one's own imagination. The Theater Studies program is non-competitive. It holds the view that each person has a unique talent for living, learning and performing in service to others. It is in this spirit that students and teachers together explore a contemplative acting training of body, speech and mind.

The heart of the acting training lies in its investigations of space as substance and of the energies that make up human life. Both theatrical performance and ordinary life include intense experiences. The potential for relaxing within the stress of intensified space, and the ability to work creatively with the emotional energies which arise in one's self and in others brings new understanding to the notion of theater as training in authentic presence and genuine expressiveness. Theater at Naropa emphasizes a societal perspective, investigating ways in which human beings interact with each other.

Theater is, by nature, an interdisciplinary art. An actor who only studies acting has little to communicate other than the experiences of being an actor. The Theater program encourages its members to study within the many fields of knowledge offered at the Institute while simultaneously evolving their acting technique.

Theater Studies can prepare the B.A. student for many fields of graduate study, among which are the expressive art therapies, psychology and education as well as the performing arts. Students are encouraged to explore the possibilities of theater as a healing art for both personal and communal realignment.

Each semester guest artists from the Boulder/Denver area and around the world augment the acting curriculum with Acting Labs which provide alternative perspectives and innovative performance techniques in eastern and western theater. In addition, the Summer Institute offers courses by renowned contemporary artists. Program students are encouraged to include study with these guests as part of their degree program.

Requirements for the InterArts Studies B.A.: Theater Studies Concentration

<table>
<thead>
<tr>
<th>Theater Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IAR 370 Design &amp; Production</td>
<td>1</td>
</tr>
<tr>
<td>THR 480 Directed Project</td>
<td>3</td>
</tr>
<tr>
<td>THR 503-508, 533-538 Acting Lab</td>
<td>6</td>
</tr>
<tr>
<td>THR 520 Basic Acting</td>
<td>3</td>
</tr>
<tr>
<td>THR 540 Character Acting</td>
<td>3</td>
</tr>
<tr>
<td>THR 550 Voice &amp; Sound</td>
<td>3</td>
</tr>
<tr>
<td>THR 560 Mudra Space Awareness</td>
<td>3</td>
</tr>
<tr>
<td>Theater Studies Elective</td>
<td>2</td>
</tr>
<tr>
<td>SUBTOTAL</td>
<td>24</td>
</tr>
</tbody>
</table>

To satisfy the directed project requirement, theater students may either make a performance and document the rehearsal process with an accompanying paper, or they may write a research paper on some aspect of theater. The final decision as to what the senior project will be is decided upon by the individual student and his or her advisor. Acting Labs and electives may be taken during the Fall and Spring or from Summer offerings.
Students in Theater Studies are encouraged to consider the Study Abroad program in their second year. The 12 credits of the Fall semester in Nepal can be substituted for the Fall theater courses. However, the Spring semester in Bali cannot replace the senior project requirement and would extend a student’s course of study beyond two years (four semesters).

**Recommended Electives**

*InterArts Core Courses:*
- IAR 355 History & Contexts of Contemporary Arts
- IAR 380 Creative Process: Improvisation
- IAR 420 Creative Process: Composition
- IAR 450 Creative Process: Performance Studies I & II

*Music*
- MUS 515 Music of Africa
- MUS 605 Balinese Gamelan Orchestra
- MUS 550 Musicianship 1

*Contemplative Psychology*
- PSY 370 Cognitive Studies

**Academic Programs**

**Requirements for the Certificate Program in Theater Studies**

**Courses** | **Credits**
--- | ---
THR 450 Directed Project | 3
THR 503-508 Acting Labs | 3
THR 520 Basic Acting | 3
THR 540 Character Acting | 3
THR 560 Mudra Space Awareness | 3
Total | 15

**TOTAL REQUIRED CREDITS:** 30

**Garuda Theater Club**

Founded in 1984, Garuda Theater is a student club which facilitates theater performance at The Naropa Institute. Performances include both the club’s own work and the productions of visiting artists. The club also hosts a number of fundraising and social events during the year. To date, it has produced Samuel Beckett’s *Waiting for Godot*; Sam Shepard’s *Angel’s Monologue, Icarus’ Mother*, and *Savage Love*; August Strindberg’s *Miss Julie* and *A Dream Play*; Edward Albee’s *The Sandbox*; and original work by students and faculty. Membership in Garuda Theater is open to students from all departments at the Institute.

**One-Year Certificate Program**

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

Concentration in Dance/Movement Studies

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 contexts/critical skills.

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

Whether a student is primarily interested in practicing dance as an art form, or as a tool for working empathically 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, Contemplative Dance Practice & Meditation
2. Contemporary Dance Forms including non-Western forms and Contact Improvisation
3. Body/Mind Centering
4. History/Contexts and Critical Studies
5. Specialization in one of the following:
   a. Dance concentration: Creative Process and Performance
   b. Dance Therapy concentration: Movement as a Healing Process

Requirements for InterArts Studies B.A.: Dance Concentration

Courses

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>DAN 350, 400 Contemporary Dance Forms I &amp; II</td>
<td>6</td>
</tr>
<tr>
<td>DAN 380, 430 Body/Mind Centering I &amp; II</td>
<td>6</td>
</tr>
<tr>
<td>IAR 355 History &amp; Contexts</td>
<td>2</td>
</tr>
<tr>
<td>IAR 370 Theater Design &amp; Production</td>
<td>2</td>
</tr>
<tr>
<td>IAR 380 Creative Process: Improvisation</td>
<td>3</td>
</tr>
<tr>
<td>IAR 420 Creative Process: Composition</td>
<td>3</td>
</tr>
<tr>
<td>IAR 410 Creative Process: Guest Artist</td>
<td>2</td>
</tr>
<tr>
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Notes: 3 credits per semester of Contemporary Dance Forms is highly recommended. Students in the InterArts Dance concentration are encouraged to take Performance Studies I & II in their Senior year of study in support of their Senior Project. It is strongly recommended that students attend at least one Summer Program during their course of study.

Recommended Electives:

InterArts
- IAR 350 Contemplative Dance Practice
- IAR 380 History & Contexts of Contemporary Arts II
- IAR 430 Creative Process: Performance Studies I
- IAR 470 Creative Process: Performance Studies II

Dance:
- DAN 380 Contact Improvisation
- DAN 410 Dance of Africa
- DAN 420 Dance of Bali

Religious Studies
- REL 600 Meditation Practicum I

Traditional Eastern Arts:
- TRA 505 T'ai-chi Chu'an I
- TRA 610 Aikido I

Theater:
- THIR 520 Basic Acting
- THIR 540 Character Acting
- THIR 550 Voice and Sound
- THIR 560 Mudra Space Awareness

Music:
- MUS 515 Music of Africa
- MUS 550 Musicanship I
- MUS 580 Recording Studio

Requirements for InterArts Studies B.A.: Dance Therapy Concentration

Courses

<table>
<thead>
<tr>
<th>Course Description</th>
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<tr>
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<tr>
<td>DAN 380, 430 Body/Mind Centering I &amp; II</td>
<td>6</td>
</tr>
<tr>
<td>IAR 355 History &amp; Contexts</td>
<td>2</td>
</tr>
<tr>
<td>IAR 380 Creative Process: Improvisation</td>
<td>3</td>
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<tr>
<td>IAR 420 Creative Process: Composition</td>
<td>3</td>
</tr>
<tr>
<td>PSY 326 Introduction to Dance/Movement Therapy</td>
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<tr>
<td>PSY 326 Authentic Movement</td>
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<tr>
<td>PSY 476 Dance/Movement Therapy in the World Today</td>
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<td>Dance Therapy Group (non-credit)</td>
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Notes: The Dance Therapy concentration has a required minor of Psychology which includes: PSY 320 Introduction to Psychology, PSY 420 Abnormal Psychology, and three credits of psychology electives. PSY 377 Introduction to Body Psychology: Embodying Awareness is highly recommended.

Certificate Program

InterArts Studies: Dance Concentration

Courses

<table>
<thead>
<tr>
<th>Course Description</th>
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<tbody>
<tr>
<td>DAN 350, 400 Contemporary Dance Forms I or II</td>
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<td>DAN 380, 430 Body/Mind Centering I &amp; II</td>
<td>6</td>
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<tr>
<td>IAR 380 Creative Process: Improvisation</td>
<td>3</td>
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<tr>
<td>IAR 355 History &amp; Contexts of Contemporary Arts</td>
<td>2</td>
</tr>
<tr>
<td>InterArts elective</td>
<td>2</td>
</tr>
<tr>
<td>Total required credits in Dance:</td>
<td>19</td>
</tr>
</tbody>
</table>

General Electives: 11

Total credits for certificate: 30
Academic Programs

Certificate Program
InterArts 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 satisfy 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 below.)

Courses Credits
DAN 390, 400 Contemporary Dance Forms I or II 6
DAN 390, 430 Body/Mind Centering I & II 6
IAR 390 Creative Process: Improvisation 3
IAR 395 History & Contexts of Contemporary Arts 2
Dance Therapy electives 4
PSY 326, 377, 426 or 476
Total required credits in Dance: 21
General Electives: 9
Total credits for certificate: 30

Requirements for Certificate Program in Pre-M.A. Dance Therapy
This two-semester, 30-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 that, is tailored to the individual student’s background. It is an undergraduate program that satisfies prerequisites for graduate-level study as 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 Africa, or Dance of Bali, can be substituted for Contemporary Dance Forms during one semester.
Academic Programs

Concentration in Music

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 related 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 stimulate 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.

Requirements for InterArts Studies B.A.: Music Concentration

<table>
<thead>
<tr>
<th>Music Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 300 Music Appreciation</td>
<td>3</td>
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<tr>
<td>MUS 500, 510 Contemporary Ear Training I, II</td>
<td>6</td>
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<tr>
<td>MUS 550, 560, 570 Musicianship I,II,III</td>
<td>9</td>
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<tr>
<td>MUS 580 Introduction to Recording Studio</td>
<td>2</td>
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<tr>
<td>Private Lessons</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>24</td>
</tr>
</tbody>
</table>

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
- MUS 350 Listening to Jazz
- MUS 505 Balinese Gamelan Orchestra
- MUS 515 Music of Africa
- MUS 530 Improvisation
- MUS 535 Jazz Ensemble
- MUS 545 Eclectic Ensemble

InterArts Core Classes:
- IAR 370 Theater Design & Production
- IAR 380 Creative Process: Improvisation
- IAR 420 Creative Process: Composition
- IAR 430 & 470 Performance Studies I & II

Theater Studies:
- THR 520 Basic Acting
- THR 550 Voice and Sound

Dance/Movement Studies:
- DAN 380 Body-Mind Centering

Requirements for the Certificate Program in Music

<table>
<thead>
<tr>
<th>Music Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 300 Music Appreciation</td>
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<tr>
<td>MUS 500 Contemporary Ear Training I</td>
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<tr>
<td>MUS 550 &amp; 560 Musicianship I, II</td>
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<td>Private Lessons</td>
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<tr>
<td>Music Elective</td>
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<tr>
<td>TOTAL Music credits</td>
<td>17</td>
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</tbody>
</table>

General Elective credits: 13
Total credits to graduate: 30
Interdisciplinary Studies B.A.

Faculty advisors: Jane Faigao, Lee Worley

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 current understanding of his or her educational goal and a curriculum plan 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 two-year 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 course work in direct support of the major, and must satisfy all other Institute B.A. requirements listed in the Academic Program subsection of the Introduction to this catalog. An exception to this is the minor, which is waived for the interdisciplinary student. Students may not undertake a Certificate Program in Interdisciplinary Studies.

Some recent examples of interdisciplinary majors include movement and poetry in performance, the shamanistic roots of artistic expression, Buddhism and the healing arts, and mythic theater.
B.A., Contemplative Psychology

Full-time Faculty: Marvin Casper (Chair)

Part-Time Faculty: Ann Bardwell, Gabrielle Bershen, Pat Breslin, Don Campbell, Jane Carpenter-Cohn, Dee Coulter, Robert Diehl, Cheryl Dixon, Athena Girodo, Bernie Marek, Suzanne Marie, Gina Martin-Smith, Spence McWilliams, Stephanie Mines, Kathleen Moore, Gary Mueller, Lara Newton, Pat Ogden, Liv Opheim, Diane Rudine, Laurie Rogenstein, Alexandra Shenpen, Bill Tara, Philip Weber

Administrative Director: Kathy Emery

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 to 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 ten credits in the chosen concentration, plus a series of contemplative psychology core courses aimed at integrating the intellectual study of psychology with training in moment-to-moment awareness and compassion. The program prepares the student for any occupation requiring subtlety in interpersonal relationships, particularly in the helping professions.

The major requires 24 credit hours distributed in the following categories:

Core courses: 13-14
Concentration courses: 10-11
Total: 24

Core Courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tr>
<td>PSY 310 Buddhist Psychology I: Meditation</td>
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<tr>
<td>PSY 370 Cognitive Studies I</td>
<td>3</td>
</tr>
<tr>
<td>PSY 512 Buddhist Psychology II: Maitri &amp; Compassion</td>
<td>2</td>
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<tr>
<td>PSY 482 Senior Seminar</td>
<td>3</td>
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<tr>
<td>PSY 480 &amp; 485 Senior Project I and II</td>
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<tr>
<td>TOTAL</td>
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</tr>
</tbody>
</table>

Concentrations

Each concentration has one course required for all students. Students may select the additional courses in consultation with their academic advisor. Please consult department advisors for a complete listing of courses for each concentration.

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 psychotherapeutic traditions of Jung, Perls, Erikson and the existential and transpersonal psychologists are emphasized.

Required course: PSY 512 Buddhist Psychology II

Jungian Psychology

This concentration focuses on the psychotherapeutic and philosophical work of Carl Jung and those who have been inspired by him. His 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.

Required course: PSY 330 Introduction to Jung

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.

Required course: PSY 360 Approaches to Healing

Transpersonal and Humanistic Psychology

This concentration offers courses in the practices and teachings of different spiritual traditions, and studies the applications of these approaches to psychotherapy. It also offers courses in the various humanistically-oriented psychotherapies developed in Western culture, including the work of Perls, Rogers, Assagioli, Erikson, Kurtz, and Jung.

Required course: PSY 350 Humanistic Psychology

Certificate Program

A 30-credit certificate program, tailored to the individual student's needs and background, requires 18 psychology credits drawn from core and concentration courses.
Academic Programs
M.A. Psychology: Contemplative Psychotherapy

Full-Time Faculty: Karen Kissel Wegela (chair)

Part-Time Faculty: Jeri Bacon, Jane Bryant, Lauren Casalino, Rae Coleman, Sharon Conlin, Helena Cooper-Unger, Betsy deCastro, John Davis, Cheryl Dixon, Jamie Emery, Katherine Emery, Carole Fleming, Wren Fritzlan, Reggie Gray, Victoria Howard, Lynn Kaersvang, William Karelis, Marybeth Keigher, Kathy Naman, Kathleen Manning, Kathleen Moore, Heidi O'Riley, Nancy Portnoy, Bill Sell, Lou Stenger, Julian Stollmeyer, Robert Unger, Fred Wegela, Karen Wilding

Administrative Director: John Cunningham
Administrative Coordinator: Louise Fabbro
Program Advisor: Rita Bowman

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

—Chögyam Trungpa, Rinpoche

The Master of Arts in Psychology: Contemplative Psychotherapy is designed for students who are inspired to work in the clinical setting and who are ready for the challenging personal work that can prepare them to be fully present and available to their clients. Many students recognize in the program the opportunity to join their personal values with their livelihood. Our graduates are prepared for the Licensed Professional Counselor (LPC) credential.

Contemplative Psychotherapy may be said to have two parents: (1) the wisdom traditions of Buddhism and Shambhala, and (2) the clinical traditions of Western Psychology, especially the humanistic school. Like all offspring, it has much in common with both of its parents and yet is uniquely itself at the same time. From Buddhism and Shambhala comes the sitting practice of mindfulness/awareness meditation, together with a highly sophisticated understanding of the functioning of the mind in sanity and in confusion. From Western Psychology comes the investigation of the stages of human development, a precise language for discussing mental disturbance and the intimate method of working with others known as "psychotherapy." Coursework in the program combines intellectual and experiential components.

The M.A. in Psychology: Contemplative Psychotherapy is a two and three-quarter year nearly full-time program. Students travel through the program together as a class, following a specific sequence of classes. Many students find the time to also work while they are in the program, and, at the same time, it is best if one can also have "free time" to integrate all that arises as one progresses through the training.

Many psychotherapists have identified the ability to truly "be with" another as the most important gift a psychotherapist has to offer to a client in psychological pain. This ability to be with others comes from being able to be with oneself no matter what state of mind one may be experiencing: vivid emotions, confusing thoughts, quiet peacefulness.

The training of the Contemplative Psychotherapist begins with providing opportunities for students to become intimately familiar with both sanity and confusion in their own experience. Through the practice of sitting meditation, group process, the Maitri Program and through formal study of the mind in sanity and disturbance, students become more "at home" with the varieties of psychological experience. In the first year students spend four weeks at Maitri, from late April to late May. (See more below about the Maitri program.)

This increasing ability to be with oneself and others provides the ground for entering into genuine relationships with therapy clients. Students are thoroughly trained in clinical skills and understandings. In the second year students are trained in both individual and group psychotherapy techniques. They also study issues related to the context within which the clinical work occurs: the realities of aging and death and the experience of being part of a community. The second spring semester is followed by another four week at Maitri, from late March to late April. Following the Maitri program, students interview for the nine month internship. The second year ends with a second summer session of classes.

The nine-month internship in the third year provides the opportunity for students to experience work in specialized areas. Along with the internship students participate in small group clinical tutorials with the clinical faculty.

The culmination of the internship is the writing of the Masters Paper. Students choose areas which interest them and explore both Contemplative and Western approaches to their topics, using clinical material from the internship to illustrate their ideas. Students
present what they have learned during their journey in the contemplative psychotherapy program to fellow students and members of the faculty during the final two week Maitri program that follows the completion of the internship. This is generally a celebratory occasion which marks the students' entering the psychotherapeutic field as the colleagues of the clinical faculty.

Upon completion of the program graduates are trained in being able to foster health in themselves and in their clients. Graduates are qualified to work as counselors and psychotherapists in a wide variety of settings such as community mental health centers, residential treatment facilities and social service agencies. If all has gone well, they will have developed confidence in themselves and in their clinical abilities and be ready to make a meaningful contribution to the well-being of others.

The M.A. Contemplative Psychotherapy Program has been in existence for nearly twenty years and graduates have been successful in securing professional positions in the field. Although the approach is unconventional, the graduates of this program are highly regarded by conventionally trained professionals.

Hallmarks of The Contemplative Psychotherapy Training Program:

1. “Brilliant Sanity”
The root teaching of the program is the notion of “brilliant sanity.” This means that we all have within us a natural dignity and wisdom. Our basic nature is characterized by clarity, openness and compassion. This wisdom may be temporarily covered over, but nonetheless, it is there and can be cultivated. Practitioners of contemplative psychotherapy become expert at recognizing sanity within even the most confused and distorted states of mind, and are trained to nurture this sanity in themselves and in their clients.

2. Contemplative Practice
Because the ground of working with others is familiarity with one's own experience, the program emphasizes meditation practice and body/mind awareness disciplines. Students are required to practice mindfulness/awareness sitting meditation throughout the program, and are also encouraged to engage in body awareness practices such as T’ai-chi Ch’uan, Yoga, Aikido, and other body/mind synchronization practices from Dance/Movement studies and the Theater departments. The second and third years begin with meditation programs. There are meditation week-ends each semester. Students are required to participate, spending a certain number of hours at each meditation “intensive.” Prospective students often ask if we expect them to or become Buddhist. Not at all! Actually, very few of our students are Buddhist, and many different traditions are represented by those who are. Our community is composed of students from many spiritual traditions, as well as by those who feel no special connection with any tradition.

3. Community
Going through the program together with classmates provides students the opportunity to develop their interpersonal skills, help identify their own issues, and provides the opportunity to offer and receive support and encouragement. Being a member of a community requires students to relate on an ongoing basis with the same group of people for nearly three years. This can be delightful: students find that they can relax and be accepted for whom they truly are. It can also be very irritating: those same people are there again and again—and they know so much about us!

4. The Maitri Programs
Students spend a total of ten weeks living together as a learning community. Held in a scenic setting, away from Boulder, the Maitri Programs include intensive sitting and walking meditation, the introduction of tonglen practice (a Mahayana meditation designed to cultivate a compassionate heart), study, and the Maitri Space Awareness practice. Space Awareness practice is done in each of five rooms. Each room is a different color, which intensifies different emotional and psychological states—in both their “wisdom” aspects and confused aspects. By doing Maitri Space Awareness practice in the context of both personal awareness meditation and also of community, students recognize their own patterns, become friendly toward themselves in different states of mind, and to develop genuine humor and compassion toward themselves and others. This often leads to relaxation and fearlessness when working with others. Students spend four weeks at Maitri in the first and second years, and end the program with two weeks at Maitri in the spring of the third year.

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/mind,” students foster the ability to fearlessly and gently touch another’s pain. When combined with ongoing meditation practice, this style of presentation cultivates compassion and the ability to be present with others in genuine relationship.

6. Emphasis on Uniqueness of Each Student-Therapist
Emphasis is on each participating student finding his/her own unique resources and style. Ironically, this is achieved by everyone following the same course of study. Within the context of community and meditation practice, students discover who they most fundamentally are, and are encouraged to develop
“maitri,” or unconditional friendliness toward themselves. Our graduates have been recognized for their self-confidence and for their ability to be with clients without demanding that their clients change to meet their therapists' private needs and agendas.

Preparation for Clinical Work: Licensing and Internship

In addition to its unique features, the program prepares the student to meet the demands of the professional world. Our graduates are prepared for the Licensed Professional Counselor (LPC) credential. Upon successful completion of the program, students who enter in the fall of 1995 will have met all academic requirements to be allowed to sit for the LPC examination.

Because the program is directed toward careers in the clinical professions, the nine-month supervised internship, which begins in the third year of study, is a vital part of the program. Interviews for clinical field placements are coordinated by the department. Field placements provide students with an opportunity to experience work in an area of specialization such as child and family work, crisis intervention, outpatient or inpatient care, and alcohol and drug abuse counseling. Students should plan to be available for internship interviews in Boulder for at least one month following the Maitri program in the second year. Following is a list of Boulder-Denver agencies that have participated in the field placement program. Our internship coordinators continue to evaluate existing placements and add new ones each year.

1. Alcohol Recovery Center
2. Alternative Homes for Youth
3. Asian-Pacific Human Resources Center
4. Boulder County Department of Social Services:
   Child Protection Team
   Sexual Abuse Team
5. Boulder County Mental Health Center:
   Adult Treatment Team
   Child, Adolescent and Family Services
   Community Support Services Team
   Outpatient Drug Team
   Emergency Psychiatric Services
   Longmont Team
6. Boulder County Safehouse
7. Boulder Memorial Hospital Eating Disorders Program
8. Denver Center for Mental Health Services
9. Denver County Safehouse
10. Hospice of Metro Denver
11. Human Services, Inc.
12. Jefferson County Division Services: Juvenile Division
13. Jefferson County Mental Health Center
14. Park East Mental Health Center:
   Children and Youth Team
   Community Transition Team
15. St. Luke's Hospital Adolescent Addictions Recovery Unit
16. Southwest Mental Health Center
17. Storage Technology Corporation:
   Employee Assistance Program
18. University of Colorado:

Academic Programs

Multicultural Counseling Center
   Employee Assistance Program
19. Veteran's Center

Requirements for the M.A. Psychology:
Contemplative Psychotherapy degree

The M.A. in Psychology: Contemplative Psychotherapy is designed as a two-and-three-quarter, mostly full-time program, which may be begun only in the Fall.

FIRST YEAR:

Fall Semester:
PSY 608 Introduction to Buddhist Psychology: Practicum I 2
PSY 609 Group Process I 1
PSY 618 Child Development: Contemplative View 2
PSY 628 Evolution of Central Concepts 2
Body Awareness elective 2
Total: 9

Spring Semester:
PSY 619 Group Process II 1
PSY 658 Buddhist Psychology: Practicum II 2
PSY 668 Family Process 2
PSY 678 Psychopathology I: Sanity and Neurosis 2
PSY 689 Maitri Program I 2
(4 weeks: late April-late May)
Total: 9

Summer:
PSY 629 Group Process III .5
PSY 669 Meditation Practicum III .5
PSY 700 Research and Statistics 2
PSY 718 Community Organizations 2
Elective 1
Total: 6

SECOND YEAR:

Fall Semester:
PSY 630 Group Process IV 1
PSY 679 Meditation Practicum IV .5
PSY 728 Therapeutic Relationships I 2
PSY 738 Psychopathology II: Psychosis 2
PSY 748 Psychology of Aging 2
Elective 1.5
Total: 9

Spring Semester:
PSY 708 Contemplative Psychotherapy Seminar 2
PSY 709 Meditation Practicum V 0.5
PSY 719 Group Process V 0.5
PSY 758 Therapeutic Relationships II 2
PSY 789 Maitri Program II 2
(4 weeks: late March-late April)
Total: 7

Summer:
PSY 729 Group Process VI 0.5
PSY 739 Meditation Practicum VI 0.5
PSY 778 Transitions, Lifestyles & Career Development 2
PSY 788 Therapeutic Relationships III 1
PSY 798 Theory & Practice of Group Psychotherapy 2
Total: 6

57
THIRD YEAR

Fall Semester:
PSY 749 Group Process VII 1
PSY 759 Meditation Practicum VII 0.5
PSY 808 Field Placement I 4
PSY 818 Clinical Tutorial I 2
Total: 7.5

Spring Semester:
PSY 769 Group Process VIII 1
PSY 779 Meditation Practicum VIII 0.5
PSY 858 Field Placement II 4
PSY 868 Clinical Tutorial II 2
PSY 888 Master's Paper Seminar 1
PSY 889 Maitri Program III 1
(2 weeks: late May-early June)
Total: 9.5

Total program credits: 63

Other Requirements:

1. Meditation Practice Students participating in the Contemplative Psychotherapy program are required to maintain a regular, on-going mindfulness-awareness sitting meditation practice. During the first year, students are expected to practice a minimum of five hours per week and attend one full day of each of the two practice weekends held before Maitri. During the second year, students are expected to add one three-hour “nyinthun” block of sitting meditation practice sessions. Students are required to attend at least six three-hour blocks during the first five-day practice session, which occurs at the start of the Fall semester. The second and third are weekend intensives, one each semester. Third-year students are expected to continue their regular practice as in the second year, and are also required to attend the “kick-off” five-day session, and Fall weekend session. Fulfillment of the practice requirements is determined by meditation instructors, with whom students meet on a regular basis throughout the program. This determination is based on students’ relationship with practice and not simply “hours sat.” Students with another meditative discipline are encouraged to continue it. However, they must meet the above minimum hours and special sessions of the specific mindfulness-awareness sitting meditation practice of this program. Such practice provides an element of common ground for all members of the M.A. Contemplative Psychotherapy community.

2. Writing Proficiency Requirement During orientation week, all entering students take the Writing Proficiency Exam. Two levels of writing skills courses are available for those who need technical training. A student must pass the Writing Proficiency Exam to graduate.

3. Group Process Students participate in group process groups throughout their tenure in the program. These groups support the students’ journeys and provide a place to examine and explore some of the issues and feelings which arise during the training. Students must pay $10 per group.

Journal of Contemplative Psychotherapy

The Psychology department publishes a journal exploring approaches to Contemplative Psychotherapy. M.A. students, faculty, and associates work on the various stages of production. The first three volumes of the Journal, 1979-1985, appeared as The Naropa Institute Journal of Psychology. With the publication of the fourth volume in 1987, the Journal broadened its scope. Now known as The Journal of Contemplative Psychotherapy, it has included articles by such well-known psychologists as Maxwell Jones, R.D. Laing, Oliver Sacks, and Edward Podvoll, and by Tibetan Buddhist scholar and meditation master, Chögyam Trungpa, Rinpoché. Volume IX was recently published

Friendship House

Now in its seventh year, Friendship House is a group treatment home for indigent mentally ill people. The project is the result of a collaboration between The Naropa Institute, the Mental Health Center of Boulder County, and the Haven Habitat Foundation for the development of shelter resources. It is an outgrowth within the public sector of a private treatment facility founded by Institute psychology graduates and faculty for treating highly disturbed people in home-like environments (Maitri Psychological Services, Inc.). Friendship House applies many of the principles of contemplative psychotherapy to environmental treatment. The treatment approach was designed by senior faculty of the department, and today, many of the staff are Naropa graduates. This project is an important research opportunity to develop innovative approaches to mental disturbance. A number of students work as volunteers at Friendship House each year, and third year students may apply to do their internships there.

Contemplative Psychotherapy Intensive Training for Mental Health Professionals

Every other year following the Maitri program in June, the department offers a week-long training session for health professionals. This residential program provides the opportunity to participate in many aspects of the contemplative psychotherapy program including: sitting meditation, maitri room practice, community-making, creative expression, and body/speech/mind presentations. This program has carried 56 continuing education credits for nurses, physicians, and social workers in cooperation with the Boulder County Mental Health Center.
Somatic Psychology
M.A., Dance/Movement Therapy
M.A., Body Psychology

Full-Time Faculty: Susan Aposhian, Janice Beard Bull, Nicol McGough
Part-Time Faculty: Howard Aposhian, Janet Bychek, Christine Caldwell, Anne E. Cola, Helena Cooper-Unger, Kokuni Minton, Bernie Marek, Jeanne Tolotti-Kirkpatrick

Administrative Assistant: Janet Solynjtes

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 degrees: Body Psychology or Dance/Movement Therapy. 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 itself the process of health. A vital and basic way to experience directly is by fully occupying our bodies. The activity of therapy, then, involves removing learned obstructions 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, employ both traditional and avant garde methodologies, and provide therapeutic training based on contemplative 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 post-graduate experience, graduates of both programs are eligible to sit for the Colorado Licensed Professional Counselor's (LPC) exam.

Students in both degree programs take a series of core curriculum classes together. Each program also has a few separate specialization classes. The core curriculum incorporates five areas of study during the two year and one summer full-time program. Part-time study is also available. Many students extend the program to two and a half years. Students must complete the program in no more than five years.

The first area of study imparts the theory and practice of body-centered psychotherapy. The theoretical portion focuses on the work of psychotherapists, body-workers and dance therapists who have contributed to our understanding of how the body lives, heals and transforms. The skills portion of this concentration focuses on awareness training, embodied responsiveness, 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, 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 positive movement, beginning with self-evaluation, then moving toward observation of others. This area of study trains the student's senses in the discernment of movement patterns and impulses.

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

Finally, the fifth area is an internship. Students complete a 200-hour fieldwork placement and a 700-hour clinical internship. This involves seventy hours of both group and individual supervision by a registered dance therapist or body-centered psychotherapist.

Requirements for the M.A. Degree in Body Psychology

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<th>Fall First Year</th>
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<tr>
<td>PSY 606 Movement Therapy Skills I</td>
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<td>PSY 617 Group Process I</td>
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<tr>
<td>PSY 626 Psychology of The Body I</td>
<td>2.0</td>
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<tr>
<td>PSY 636 The Body and Its Psychological Patterns</td>
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<tr>
<td>PSY 657 Theoretical Bases of Body-Based Psychotherapy I</td>
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<tr>
<td>Contemplative Practice Elective</td>
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<tr>
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<tr>
<td>PSY 607 Diagnosis and Assessment</td>
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<td>PSY 656 Movement Therapy Skills II</td>
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<tr>
<td>PSY 676 Psychology of the Body II</td>
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<td>PSY 677 Child-Adult Development</td>
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<tr>
<td>PSY 686 The Body and Therapeutic Change</td>
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<tr>
<td>PSY 687 Clinical Orientation</td>
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<tr>
<td>PSY 717 Group Process II</td>
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## Academic Programs

### Summer

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PSY 700 Research and Statistics</td>
<td>2.0</td>
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<tr>
<td>PSY 716 System Skills</td>
<td>2.0</td>
</tr>
<tr>
<td>PSY 777S Body Psychology Symposium</td>
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</tr>
<tr>
<td>PSY 836 Thesis Seminar I</td>
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<tr>
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### Fall Second Year

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PSY 667 Group Process III</td>
<td>0.0</td>
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<tr>
<td>PSY 706 Integrating Therapeutic Modalities</td>
<td>2.5</td>
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<tr>
<td>PSY 707 Special Populations: Multicultural Issues</td>
<td>1.5</td>
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<tr>
<td>PSY 736 Methods of Psychotherapy</td>
<td>1.5</td>
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<tr>
<td>PSY 816 Internship Placement I</td>
<td>2.0</td>
</tr>
<tr>
<td>PSY 826 Internship Seminar I</td>
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<tr>
<td><strong>SUBTOTAL</strong></td>
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</table>

( Electives Optional From Summer Requirements)

### Spring Second Year

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PSY 756 Birth and Death in Body Psychotherapy</td>
<td>2.5</td>
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<tr>
<td>PSY 767 Group Process IV</td>
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<td>PSY 856 Professional Preparedness</td>
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<td>PSY 866 Internship Placement II</td>
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<tr>
<td>PSY 876 Internship Seminar II</td>
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</table>

**TOTAL CREDITS FOR GRADUATION** 60.0

### Recommended Electives:

- PSY 736 Meditation and Psychotherapy (fulfills meditation requirement)
- PSY 627 Moving Truth (meets non-sitting meditation requirement)
- PSY 737 Ecototherapy

### Requirements for the M.A. Degree in Dance/Movement Therapy

#### Fall First Year

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PSY 606 Movement Therapy Skills I</td>
<td>2.5</td>
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<tr>
<td>PSY 616 Group Process &amp; Dance Therapy</td>
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<tr>
<td>PSY 617 Group Process I</td>
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<tr>
<td>PSY 627 Moving Truth; Authentic Movement</td>
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<td>(Fall or Spring)</td>
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<tr>
<td>PSY 636 The Body and Its Psychological Patterns</td>
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<tr>
<td>PSY 657 Theoretical Bases of</td>
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<tr>
<td>Body-Based Psychotherapy I</td>
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<td>Contemplative Practice Elective</td>
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#### Spring First Year

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PSY 607 Diagnosis and Assessment</td>
<td>2.0</td>
</tr>
<tr>
<td>PSY 627 Moving Truth (If not taken in Fall)</td>
<td>1.0</td>
</tr>
<tr>
<td>PSY 656 Movement Therapy Skills II</td>
<td>2.5</td>
</tr>
<tr>
<td>PSY 677 Child-Adult Development</td>
<td>3.0</td>
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<tr>
<td>PSY 686 The Body and Therapeutic Change</td>
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<tr>
<td>PSY 687 Clinical Orientation</td>
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<tr>
<td>PSY 717 Group Process II</td>
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<tr>
<td><strong>SUBTOTAL</strong></td>
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#### Summer

<table>
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<th>Course</th>
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<tr>
<td>PSY 700 Research and Statistics</td>
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<tr>
<td>PSY 716 System Skills</td>
<td>2.0</td>
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<tr>
<td>PSY 726 Laban Observation and Assessment</td>
<td>2.0</td>
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<tr>
<td>PSY 836 Thesis Seminar I</td>
<td>1.0</td>
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<tr>
<td>Electives</td>
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<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>14.0</strong></td>
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</table>

**Fall Second Year**

- PSY 667 Group Process III 0.0
- PSY 706 Integrating Therapeutic Modalities 2.5
- PSY 707 Special Populations: Multicultural Issues 1.5
- PSY 736 Methods of Psychotherapy 1.5
- PSY 816 Internship Placement I 2.0
- PSY 826 Internship Seminar I 1.5

**SUBTOTAL** 9.0

### Further Requirements for Both Degrees

The contemplative practice elective credits must be fulfilled through 2 credit hours of sitting meditation class and another 2 credit hours of either meditation or a contemplative practice class. Suggestions for sitting classes include: Meditation Practicum, Psychology of Meditation, and Shambhala Training. Suggestions for other contemplative practice classes are: Tai-chi Chu'an, Aikido, Ikebana, Contemplative Dance, or Maitri. All students are asked to sit for three hours per week throughout the program and work with a meditation instructor during this entire time.

The Group Process Class is a non-credit, 1-1/2 weekly meeting of the program students. It is required for the 2 years of the program. All entering students have the same group process leader and all efforts are made to stay with the same leader for the 2 years.

The group process class is a time for students to develop their relationships with each other, find support for their personal processes, and integrate their experience at Naropa. Though it is not a substitute for personal therapy, group process occurs in a confidential therapeutic environment. The process of the group is greatly enhanced when students engage in private psychotherapy, and for this reason, additional individual therapy is strongly recommended by the Somatic Psychology Department. The cost of this requirement is in addition to the listed tuition costs.

For both degrees students are required to complete a major culminating thesis or project. The thesis or
project must be highly professional and a contribution to the field of study. A thesis is a written document, while a project can be in other media (such as video), field research, or public program design and implementation. The thesis/project must be submitted and approved in order to graduate.
Academic Programs
M.A., Transpersonal Counseling Psychology

Full-time Faculty: Dale Asrael, Deborah Bowman, John Davis (chair), Elizabeth Carbery Neal

Administrative Director: Sandy Goldman

Transpersonal psychology stands for the study and cultivation of optimal mental health, and it calls for the inclusion of spirituality in psychology as the foundation for human development. The Master of Arts program in Transpersonal Counseling Psychology offers training in transpersonal psychotherapeutic work with individuals and groups.

The Transpersonal Counseling Psychology program provides the means for counselors to recognize and work with a broad range of human experiences. In a setting of collaborative inquiry, students engage in a process that emphasizes the development of intellectual, emotional, social, and spiritual awareness. The program's process features meditation practice and Gestalt-oriented work as a foundation for training students. The context focuses on the underlying orientation, understanding, and development of the counselor. To this end, the program seeks to support students' own development and to open new possibilities for their personal journey and professional competence. The faculty provide diverse perspectives which allow students to formulate their own point of view. The program prepares students for the Licensed Professional Counselor Examination and qualifies them to work in agencies or private practice.

Through their choices of electives students may deepen their studies in specific areas, including Jungian Psychology, Humanistic Psychology, Ecopsychology, Organizational Development, and World Wisdom traditions. The MA degree in Transpersonal Counseling Psychology also offers the following concentrations:

Art Therapy: Art Therapy describes both a creative process and a profession—the use of visual art to foster awareness, clarity, vitality, and wholeness. This concentration brings together the disciplines of art therapy, transpersonal counseling psychology, and contemplative education. Students pursue coursework designed to prepare them for credentialing as a Registered Art Therapist.

Music Therapy: Music Therapy is a marriage of science and art, evoking responses from a non-verbal layer of consciousness. The contemplative education students receive at Naropa supports Music Therapy training by encouraging music as a transformative agent, affecting body, mind, and spirit. Graduates of this program are eligible to apply for certification as a Music Therapist.

The Transpersonal Counseling Psychology program is designed for the mature learner, and full-time study demands complete attention 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 various views of psychological development, psychotherapy and healing. The psychology courses are:

- PSY 600 Child Development
- PSY 620 Methods of Psychotherapy
- PSY 650 Adult & Career Development
- PSY 710 Family Systems

2) Transpersonal Psychology (PSY 670), the central course in the area of Transpersonal Studies, is a survey of the interplay between psychology and spiritual paths. The experiential component of Transpersonal Studies provides training in moment-to-moment awareness and the development of compassion through such courses as PSY 621 and 671 Psychology of Meditation I and II, PSY 720 and 770 Meditation Practicum I and II, and the various body awareness disciplines, including Tai-chi Ch'uan, Yoga, Aikido, and Kyudo. We expect students to maintain a contemplative practice while enrolled in the program.
Academic Programs

3) **Clinical Training** includes participation in group process and skills courses which emphasize the student's personal and professional development. The clinical training courses are:

- PSY 611 & 681 Counseling Relationship I & II
- PSY 660 Clinical Assessment
- PSY 660 Group Dynamics & Leadership
- PSY 610 & 680 Professional Seminar & Ethics I & II
- Special Topics such as sexual abuse.

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

5) **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-reflection and first-hand experience in individual therapy. Mentorship requires documentation of 30 hours of individual psychotherapy with a qualified and approved practitioner.

6) The **Internship** in a community agency prepares the student for later professional contribution. The M.A. program in Transpersonal Counseling Psychology is directed toward careers in the clinical professions. For this reason, the 700-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 specialization such as child and family therapy, crisis intervention, outpatient or inpatient care, or alcohol and drug abuse counseling. On-site supervision and classroom seminars provide support and opportunities for self-examination. A written final paper, including case studies, is required to demonstrate the integration of foundation 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-Denver area agencies which have participated in the field placement program follow:

- Arapahoe House
- Arapahoe Mental Health Center
- Boulder County Mental Health Center
- Boulder County Safthouse
- 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
- Maria Droste Services of Colorado

- Mental Health Corporation of Denver
- Multi-Cultural Counseling Center, University of Colorado
- Sexual Abuse Team, Boulder County Social Services
- The Counseling Center
- Women's Recovery Program, Boulder Community Hospital

Agencies currently participating in the Field Placement program for the Art Therapy concentration include:

- 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

Concentration Areas: Transpersonal Counseling Psychology

Students with professional interests in Art Therapy or Music Therapy may select a specialized concentration in these fields. These concentration areas have application and admissions procedures in addition the general procedures for the Transpersonal Counseling Psychology program.

Concentration in Art Therapy

Students pursue theoretical and experiential coursework designed to prepare them for credentialing as a Licensed Professional Counselor and as a Registered Art Therapist. To meet these requirements the curriculum includes 33 credits of art therapy courses and 27 credits of counseling psychology courses. The Art Therapy Program must be completed in either two or three years.

Concentration in Music 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 29 credits in music therapy and 31 credits of counseling psychology. Due to the clinical component of this program, students must complete the program in two or three years. The basic program follows the path of 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 Transpersonal Counseling Psychology is designed as a two-year, full-time program, students are encouraged to attend part time,
especially if they are working and/or parenting. Most students complete the program in three years, and students must complete the program in four years. We strongly recommend that students pursue the three year program.

The program requires a total of 60 credit hours, distributed among the following:

### First Year - Fall

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSY 600 Child Development</td>
<td>2</td>
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<tr>
<td>PSY 601 Gestalt Awareness I</td>
<td>2</td>
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<tr>
<td>PSY 611 Counseling Relationship I</td>
<td>2</td>
</tr>
<tr>
<td>PSY 620 Methods of Psychotherapy</td>
<td>2</td>
</tr>
<tr>
<td>PSY 621 Psychology of Meditation I</td>
<td>3</td>
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<tr>
<td><strong>TOTAL</strong></td>
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### First Year - Spring

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PSY 660 Adult and Career Development</td>
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<tr>
<td>PSY 681 Gestalt Awareness II</td>
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<td>PSY 681 Counseling Relationship II</td>
<td>2</td>
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<tr>
<td>PSY 670 Transpersonal Psychology</td>
<td>2</td>
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<tr>
<td>PSY 680 Group Dynamics and Leadership</td>
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<tr>
<td>PSY 720 Meditation Practicum I</td>
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### First Year - Summer

<table>
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<th>Course</th>
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<tbody>
<tr>
<td>PSY 660 Clinical Assessment</td>
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<td>PSY 710 Family Systems</td>
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<tr>
<td>PSY 730 Incest and Sexual Abuse</td>
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### Second Year - Fall

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<tbody>
<tr>
<td>PSY 671 Psychology of Meditation II</td>
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<td>PSY 701 Gestalt Awareness III</td>
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<td>PSY 800 Field Placement I</td>
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<tr>
<td>PSY 810 Professional Seminar &amp; Ethics I</td>
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<td>PSY 830 Master's Paper Seminar I</td>
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### Second Year - Spring

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<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PSY 751 Gestalt Awareness IV</td>
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<td>PSY 770 Meditation Practicum II</td>
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<td>PSY 830 Master's Paper Seminar I</td>
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<td>PSY 850 Field Placement II</td>
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<td>PSY 890 Professional Seminar &amp; Ethics II</td>
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<td>Body Awareness (can be taken any semester)</td>
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### Second Year - Summer

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PSY 700 Research &amp; Statistics</td>
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<td>(can also be taken Fall or Spring)</td>
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<td>Elective</td>
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**TOTAL CREDITS**: 60

## Requirements for Concentration in Art Therapy

Grounded in a foundation of awareness training, students pursue didactic and experiential coursework designed to integrate art therapy and transpersonal psychology with practical applications. The 700-hour field placement in a clinical setting, with corresponding professional seminars, helps solidify academic learning. Graduates of this program are prepared for work as professional members of multi-disciplinary teams within community agencies and/or private practice.

The art therapy concentration has been designed in accordance with American Art Therapy Association guidelines for A.T.R. training, and the State of Colorado guidelines for Licensed Professional Counselor training. The program consists of 33 credits of art therapy coursework combined with 16 credits of transpersonal counseling psychology, seven credits of contemplative studies and four credit electives.

### First Year - Fall

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<th>Course</th>
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<tbody>
<tr>
<td>PSY 604 Art Therapy Foundation Skills I</td>
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<tr>
<td>PSY 611 Counseling Relationship I</td>
<td>2</td>
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<tr>
<td>PSY 620 Methods of Psychotherapy</td>
<td>2</td>
</tr>
<tr>
<td>PSY 621 Psychology of Meditation I</td>
<td>3</td>
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<tr>
<td>PSY 634 History &amp; Theory of Art Therapy</td>
<td>2</td>
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### First Year - Spring

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PSY 650 Group Art Therapy Skills II</td>
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<tr>
<td>PSY 661 Counseling Relationship II</td>
<td>2</td>
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<tr>
<td>PSY 664 Child Development &amp; Art Therapy</td>
<td>2</td>
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<tr>
<td>PSY 670 Transpersonal Psychology</td>
<td>2</td>
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<tr>
<td>PSY 680 Group Dynamics &amp; Leadership</td>
<td>2</td>
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<tr>
<td>PSY 764 Art Therapy Clinical Observation</td>
<td>1</td>
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<tr>
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### First Year - Summer

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PSY 660 Clinical Assessment</td>
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<td>PSY 674 Adult &amp; Career Development: Art Therapy</td>
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<td>Art Therapy Summer Institute</td>
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### Second Year - Fall

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<tbody>
<tr>
<td>PSY 700 Research &amp; Statistics</td>
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<tr>
<td>PSY 704 Art Therapy Skills III: Imagination &amp; Practice</td>
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<td>PSY 714 Special Populations: Multi-Cultural Issues</td>
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<td>PSY 804 Field Placement I</td>
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<tr>
<td>PSY 814 Professional Seminar &amp; Ethics I</td>
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### Second Year - Spring

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<th>Course</th>
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<tbody>
<tr>
<td>PSY 754 Art Therapy Skills IV: Contemplative</td>
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<td>PSY 850 Field Placement II</td>
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<td>PSY 864 Professional Seminar &amp; Ethics II</td>
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<td>PSY 884 Art Therapy Thesis</td>
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<td>Body Awareness Elective</td>
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### Second Year - Summer

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**Art Therapy Credit Hours**: 33

**TOTAL CREDIT HOURS**: 60
Academic Programs

Note: Art Therapy students are assessed a $20 lab fee per semester to be collected during the first week of class. The body awareness elective & general electives can be taken at any time during the program. PSY 700 Research & Statistics can be taken during either the Fall or Spring semesters.

Requirements for Concentration in Music Therapy

<table>
<thead>
<tr>
<th>First Year - Fall</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 600 Child Development</td>
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<tr>
<td>PSY 605 Counseling Relationship in Music Therapy I</td>
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<td>PSY 620 Methods of Psychotherapy</td>
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<tr>
<td>PSY 621 Psychology of Meditation I</td>
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<tr>
<td>PSY 625 Music Therapy: Ethics, History, Theory &amp; Practice</td>
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<table>
<thead>
<tr>
<th>First Year - Spring</th>
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<tr>
<td>PSY 650 Adult and Career Development</td>
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<tr>
<td>PSY 655 Counseling Relationship in Music Therapy II</td>
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<tr>
<td>PSY 670 Transpersonal Psychology</td>
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<tr>
<td>PSY 690 Group Dynamics &amp; Leadership</td>
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<td>PSY 775 Music Therapy: Special Populations</td>
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<td>Body Awareness Elective</td>
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<tr>
<td>PSY 680 Clinical Assessment</td>
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<tr>
<td>PSY 710 Family Systems</td>
<td>2</td>
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<tr>
<td>PSY 785 Music Therapy: Pre-Field Placement</td>
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<tr>
<td>Music Therapy Summer Institute I</td>
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<td>PSY 615 Music Therapy Experiential I</td>
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<tr>
<td>PSY 671 Psychology of Meditation II</td>
<td>2</td>
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<tr>
<td>PSY 805 Music Therapy Field Placement I</td>
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<td>PSY 815 Professional Seminar &amp; Ethics: Music Therapy I</td>
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<tr>
<td>PSY 665 Music Therapy Experiential II</td>
<td>2</td>
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<tr>
<td>PSY 700 Research &amp; Statistics</td>
<td>2</td>
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<tr>
<td>PSY 770 Meditation Practicum II</td>
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<td>PSY 855 Music Therapy Field Placement II</td>
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<td>PSY 885 Professional Seminar &amp; Ethics: Music Therapy II</td>
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<tr>
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<td>Music Elective (undergraduate)</td>
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<tr>
<td>PSY 855 Music Therapy Field Placement II</td>
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<tr>
<td>Elective</td>
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| TOTAL Music Therapy Credit Hours | 29 |
| TOTAL CREDIT HOURS             | 60 |
Religious Studies

Full-time Faculty: Reginald Ray (Co-Chair), Judith Simmer-Brown (Co-Chair), Roger Dorris, Ven. Ponlop Rinpoche, Sarah Harding

Part-Time Faculty: Dale Asrael, Richard Baker Roshi, Frank Berliner, Sylvia Boorstein, Sarasvati Behrmann, Carole Fleming, Ann Helm, Margot Iseman, Steven Miller, Byron L. Plumley, Jr., Rabbi Zalman Schachter-Shalomi, Cindy Shelton, Rodney Smith, Rabbi Mordecai Twersky

Administrative Assistant: Cindy Shelton

The Department of Religious Studies offers courses of study on both the BA and MA levels which examine the phenomenon of religion as it affects individuals, as it operates in culture, and as it expresses the highest life values. Buddhism is the religion which is most strongly represented in departmental offerings; however, there are quality offerings in most of the major traditions. The methods applied on both the undergraduate and graduate levels draw from the scholarly disciplines of history of religions and from a commitment to presenting traditions from perspectives sympathetic with the living religious communities themselves. This approach honors the distinctive place of contemplative traditions and practices within many of the world’s great religions.

B.A., Religious Studies

In the B.A. Religious Studies program, students examine the major religions of the world as living traditions, in both historical and contemporary perspectives. The Religious Studies course offerings are in the following areas:

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

M.A. degree after completely finishing the coursework for the Buddhist Studies B.A. degree, but before completing the two-year residency requirement for the B.A. degree. Some advanced Buddhist Studies courses are also open to Religious Studies majors, in sequence.

Study Abroad.

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

Requirements for the B.A. in Religious Studies

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>REL 410 B.A. Senior Project I</td>
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<tr>
<td>REL 460 B.A. Senior Project II</td>
<td>1.5</td>
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<tr>
<td>REL 500 Meditation Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>REL 510 Introduction to Contemplative Religion</td>
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A minimum of one three credit course in each of three different religions

(See course descriptions for Religion) 12

Three credit hours in one or more of the following areas: Buddhist Studies, Psychology and Religion, Meditation Practice, Traditional Asian Contemplative Disciplines, Tibetan or Sanskrit Language 3

REL 480 Comprehensive Exam 0

TOTAL 24

Total required credits in the major 24
Total upper division credits 60

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

Three-Year B.A./M.A.

For students interested in Buddhism, the Institute offers a three-year B.A./M.A. program, available to undergraduate students with 90 semester credits prior to enrolling at the Institute. In this program, students may begin the coursework for the Buddhist Studies
M.A., Buddhist Studies

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.

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 resources: reading in the classics of the modern academic discipline of Buddhismology; close and sustained study of the great texts of Buddhist tradition; contact with contemporary masters from the various major Buddhist traditions; and the study and practice of meditation, through which the student’s understanding of Buddhism is developed within the context of the great contemplative religions of the world.

The M.A. program in Buddhist Studies offers a Language concentration, a Contemplative Religion concentration, and an Engaged Buddhism concentration. The M.A. includes the following core components:

1) Study of the history of Buddhism in India, during the period when the major Buddhist traditions were developed. Includes the time and life of the Buddha; study of the early Buddhist communities and Abhidharma schools, the Indian Mahayana and Vajrayana; and study of Buddhism in Tibet. (Both concentrations.)

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 (disciplinarian texts); the early sutras (discourses of the Buddha); the abhidharma (philosophical texts); the Mahayana sutras; the Madhyamaka and Yogacara schools, and the Buddha-nature literature. Attention also is given to Vajrayana literature, including the genres of tantra, biographies of the Vajrayana teachers, and collections of their songs of realization. (Both tracks.)

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

4) Study of world religions with particular emphasis upon spiritual practice and its role within the traditions studied. (Contemplative 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 vocabulary of Buddhist texts. Tibetan language training emphasizes colloquial as well as literary Tibetan. Sanskrit study is in classical Sanskrit. The concentration begins in alternate years.

6) Training in engagement, including courses on Buddhism and social action, leadership and practical skills, and a 400-hour internship (Engaged Buddhism 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 celebration of the student’s journey at the Institute. (All concentrations.)

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

Requirements for the Buddhist Studies M.A. Degree Concentrations

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 filters 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 graduate seminars, a series of meditation practicum courses, and 16 credits of Tibetan or Sanskrit language.

Five Core Courses

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>REL 542 The Buddha Nature School</td>
<td>3</td>
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<tr>
<td>REL 560 Nikaya Buddhism</td>
<td>3</td>
</tr>
<tr>
<td>REL 570 Mahayana Buddhist Civilization</td>
<td>3</td>
</tr>
<tr>
<td>REL 572 Buddhism in Tibet</td>
<td>3</td>
</tr>
<tr>
<td>REL 880 Introduction to Madhyamaka</td>
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Five Graduate Seminars

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<tr>
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<tr>
<td>REL 610 Tripitaka</td>
<td>3</td>
</tr>
<tr>
<td>REL 860 Mahayana Texts</td>
<td>3</td>
</tr>
<tr>
<td>REL 710 Buddhist Nature: Vajrayana</td>
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<td>REL 760 Vajrayana Texts</td>
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<td>REL 800 &amp; 850 Colloquium I and II</td>
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Academic Programs

Four Meditation Practicum Courses
REL 500 Practicum I 3
REL 520 Practicum II 3
REL 550 Practicum III 3
REL 575 Practicum IV 3
SUBTOTAL 12

Four Language Courses 16
REL 560 Dathan 0
REL 880 Comprehensive Exams 0
REL 885 Master’s Project Translation 0
One Bodywork Elective 3
TOTAL CREDITS 61

The Contemplative Religion Concentration

This concentration acknowledges the fundamental role of meditation and contemplation within many of the world’s great religions. This concentration of study takes Buddhism as its main example of a contemplative tradition and explores it 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.

Six Core Courses Credits
REL 510 Introduction to Contemplative Religion 3
REL 570 Mahayana Buddhist Civilization 3
REL 569 Nikaya Buddhism 3
REL 580 Introduction to Mahayanka 3
REL 542 The Buddha Nature School 3
REL 572 Buddhism in Tibet 3
SUBTOTAL 16

Five Graduate Seminars
REL 610 Tripitaka 3
REL 690 Mahayana Texts 3
REL 710 Buddha Nature: Vajrayana 3
REL 760 Vajrayana Texts 3
REL 800 & 850 Colloquium I and II 3
SUBTOTAL 15

Four Meditation Practicum Courses
REL 500 Practicum I 3
REL 520 Practicum II 3
REL 550 Practicum III 3
REL 575 Practicum IV 3
SUBTOTAL 12

Four of the following Courses: 12
ENV 510 Exploring our Sacred Environment (3), or
NAS 510 Earth Circles: Traditional Wisdoms (3)
REL 525 Contemplative Christianity (3)
REL 530 Contemplative Hinduism (2)
REL 535 Contemplative Judaism (3)
REL 540 Contemplative Religions of China & Japan (3)
REL 545 Contemplative Islam (3)
REL 650 Dathan 0
REL 880 Comprehensive Exams 0
REL 885 Master’s Project Paper 0
One Body Work Elective 3
TOTAL CREDITS 60

Engaged Buddhism Concentration

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 meeting of Buddhist contemplative understanding and Western activism. The practical emphasis of this program, like the movement itself, focuses upon meditation, communications skills, community building, and non-violent conflict resolution.

This 60-credit program concentration builds upon the Buddhist Studies core curriculum with additional practical courses and an internship. This program will prepare students for effective action, encouraging the passion for engagements without supporting the aggression which objectifies and rejects the "problem".

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

"Engaged" 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 violence of others is also one's own violence. 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 arenas.

"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 work entails inner work, and that social change and inner change are inseparable. The program examines spiritual models 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 four-semester program of 60 credit hours. The first year's program integrates coursework on Buddhist texts and meditation with practical training in leadership skills and social action. In the fall of the second year students will complete a 400-
hour Clinical Pastoral Education internship. In the final semester students will complete their coursework and master's project papers.

Year I

Non-credit practice requirements: Dathun or a minimum equivalent of a four-week retreat is a prerequisite for the program, and Shambhala Training, Levels I-V (Distributed throughout two years) are graduation requirements.

Fall Semester
- PSY 503 Group Facilitation & Conflict Resolution 2
- REL 560 Mediation Practicum I 3
- REL 660 Nikaya Buddhism 3
- REL 615 Buddhism and Social Action 3
- REL 525 Contemplative Christianity 2
- SUBTOTAL 14

Spring Semester
- ANT 550 Cultures, Global Society, and Third World Issues 3
- REL 520 Meditation Practicum II 3
- REL 551W Compassion Without Limit 1
- REL 563 Spiritual Models of Social Action 3
- REL 580 Introduction to Mahayamaka 3
- REL 680 Mahayana Texts 3
- SUBTOTAL 16

Summer
- Retreat in the Streets 1
- REL 566W Leadership: Vision into Reality 2
- Interviews for CPE Internships 3
- SUBTOTAL 6

Year Two

Fall
- CPE Internship 12
- Colloquium I 2
- SUBTOTAL 14

Spring
- REL 575 Meditation Practicum IV 3
- REL. Death and Dying: A Tibetan Perspective 3
- PSY 533 Designing and Developing Healthy Organizations 2
- *Finances: Accounting, Development and Fundraising 3
- Colloquium II 2
- SUBTOTAL 13

Shambhala Training I-IV
- REL 880 Comprehensive Examinations 0
- REL 885 Master's Project Paper 0

TOTAL CREDITS 60

*Courses currently under development
Traditional Eastern Arts

Full-time Faculty: Bataan Faigao, Jane Faigao (co-chairs)
Part-time Faculty: Ven. Shibata Sensei and Instructors of Ryuko Kyudojo, Kyoko Kita Sensei, Hiromi Wiener Sensei, Jade Blitz, Ravi Dykema, Dessie Howard, Bill Scheffel

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 ground in sitting meditation as well as an opportunity for in-depth study of one of the core body/mind awareness disciplines. The core disciplines are Tai-chi Ch’uan, Aikido, or 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 areas of life such as livelihood, health, creative expression, and being a member of the larger community. This is what we call learning to embody a contemplative way of life. Although we do not expect mastery at the B.A. level, this program trains and encourages students to develop practice and discipline as a way of life.

The ground of study in the Traditional Eastern Arts Program is sitting meditation, which is required in the 1st and 2nd semesters. While taking Shambhala Meditation Practicum, or Buddhist Meditation Practicum) 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, Aikido, and Kyudo. The students learn about the philosophy of each and how they interrelate (2 credits).

The student then chooses a major area of study from the following awareness disciplines: Tai-chi Ch’uan, Yoga, or Aikido. Eleven credits of the major is taken over four semesters. It is suggested that nine credits be taken during the first three semesters, and two during the final semester. These final two credits will be an expanded study of the major awareness discipline. (11 credits).

The history, philosophy and culture of the major awareness discipline is studied in the second or third semester. This is an independent study class taught by the instructor of the core awareness discipline (1 credit).

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

The Traditional 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 Religions of China and Japan, Zen Buddhism or Hinduism.

Traditional Eastern Arts practices currently offered at the Institute include: Tai-chi Ch’uan, Aikido, Yoga, Shambhala Meditation Practicum, and Ikebana. Out-of-residence courses that may be taken for Institute credit include: Kyudo, Ikebana, Yoga, Tea Ceremony and Bugaku. In addition to the B.A. major, courses taken in the Traditional Eastern Arts Department may be taken to fulfill the Institute’s general elective, minor, or traditional contemplative arts requirements.

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 gentleness, "maiczi," towards self and others, and learns to honor life and its traditions in the context of sacred world.

Tai-chi Ch’uan

"Whoever practices Tai-chi, correctly and regularly, twice a day over period of time will gain the pliability of a child, the health of a lumberjack, and the peace of mind of a sage."

—Grand Master Cheng Man-Ch’ing

T’ai-chi Ch’uan is translated as “supreme ultimate system of self-defense.” It is an ancient Chinese exercise consisting of slow, relaxed movements. For the body, it is an exercise. For the mind, it is a study in concentration, will power, and a meditation. It is also a preventative and curative system of Chinese medicine and the "supreme 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 action, one experiences that life can be lived and all work accomplished with less effort. The
Academic Programs

concept of ch'i, the intrinsic energy which animates all living phenomena, plays a central role in the training. Tension interferes with the flow of ch'i in our bodies, and the purpose of T'ai-chi Ch'uan as an exercise is to restore the normal flow of ch'i by dissolving this tension. When practiced regularly, it can produce improvements in our mental, physical and emotional health.

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

Aikido

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

—Sensei Morobei Uyeshiba, Aikido Founder

The roots and trunk of Aikido stand in the soil of the great warrior traditions-Budo, where the fighting arts were studied and practiced for the sake of defense of society and also as a personal path for awakening. The vision of the founder of Aikido is unique amongst martial arts. One trains to learn to protect all life, even the life of one's enemies. Creating compassion that great is a lifetime undertaking.

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. Aikido is not verbal philosophy but lively, kind-hearted, harmonious action that reconciles the conflictive without killing the life spirit from which it came. We practice Aikido not because we are realized beings but to further develop that source within ourselves.

Yoga

Yoga chitta vritti naroohya. Yoga is the stilling of the whirlpools of the mind.

—Patanjali

The Sanskrit word, Yoga, means "union," "joining together," or "oneness." It is also the name of an ancient Indian discipline designed to reveal one's true nature, or Atman. Yoga views one's body, emotions, mind and spiritual self as a continuum of energy. At one end of the spectrum is the physical body. It is tangible, solid, gross energy. At the other end of the spectrum is the spiritual "body," delicate, invisible, made of subtle energy. Yoga practice aims toward a oneness and health among all these energies, these bodies. The practices develop: intimacy with your body which also produces strength, limberness and stamina, letting go and relaxing, deep breathing which is the infusion of energy or prana, and moment-to-moment peaceful inner awareness.

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

Other Disciplines

Students with an interest in studying other Traditional Eastern Arts disciplines, such as Kyudo, Bugaku, etc., may discuss the possibility of Out of Residency Registration with their advisor.

Requirements For The B.A. in Traditional Arts

First Year - Fall Credits
TRA 300 Exploring Traditional Eastern Arts 2
TRA 500 Shambhala Meditation Practicum I, or REL 500 Buddhist Meditation Practicum I 3
Major Awareness Discipline (T'ai-chi Ch'uan I, Aikido I or Yoga I) 3
SUBTOTAL 8

First Year - Spring
TRA 500 Shambhala Meditation Practicum II, or REL 520 Buddhist Meditation Practicum II or Major Awareness Discipline (T'ai-chi Ch'uan II, Aikido II or Yoga II) 3
SUBTOTAL 6

Second Year - Fall
TRA 405 Independent Study (History, Philosophy, Culture of the Major Awareness Discipline) 1
Major Awareness Discipline (T'ai-chi Ch'uan III, Aikido III or Yoga III) 3
One course from the following: REL 540 Religions of China and Japan REL 530 Contemplative Hinduism (can be taken in Spring) SUBTOTAL 7

Second Year - Spring
Advanced Study of Major Awareness Discipline (T'ai-chi Push Hands, Aikido Sword, T.A. Position) 2
Senior Colloquium 1
SUBTOTAL 3

TOTAL CREDITS 24

74
Visual Arts

Full-time Faculty: Cynthia Moku (chair)

Part-time Faculty: Joan Anderson, Harriet Campbell, Laurie Doctor, Joshua Mulder, Michael Newhall, Robert Spellman.

Barbara Bash, Robert Venosa, Mayumi Oda, Glen Eddy, Vladislav Andrejev and many others.

Requirements for the B.A. in Visual Arts

<table>
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<th>Required Classes</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ART 500 The Contemplative Artist</td>
<td>3</td>
</tr>
<tr>
<td>ART 530 Color Theory</td>
<td>3</td>
</tr>
<tr>
<td>ART 550 Art of the Western World</td>
<td>2</td>
</tr>
<tr>
<td>ART 560 Art of the Eastern World</td>
<td>2</td>
</tr>
<tr>
<td>ART 580 Portfolio &amp; Gallery Presentation</td>
<td>1</td>
</tr>
<tr>
<td>Subtotal</td>
<td>11</td>
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3 credits in a studio class in a Western discipline:

- ART 505 Drawing I, or
- ART 515 Watercolor I

3 credits in a studio class in an Eastern Discipline:

- ART 520 Thangka Painting I, or
- ART 537 Brush Stroke I

7 credits selected from:

- ART 543, 553, 563 Thangka Painting II, III, IV
- ART 547 Brush Stroke II
- ART 545, 565 Painting I & II
- ART 520 Calligraphy & Book Arts
- ART 555, 575 Figure Drawing I & II
- ART 560 Sculpture
- ART 570 Art and Environment:

TOTAL 24

Students may fulfill general electives required for the B.A. degree by taking additional electives in Visual Arts.
Academic Programs
Writing and Poetics
The Jack Kerouac School of Disembodied Poetics

Full-Time Faculty: Keith Abbott, Bobbie Louise Hawkins, Anselm Hollo, Andrew Schelling (chair), Anne Waldman (founder)

Part-Time Faculty: Allen Ginsberg (emeritus), Bill Barich, Jack Collom, Rikki Ducornet, Jane Hirshfield, Joanne Kyger, Julie Patton, Steven Taylor

Partial list of other faculty who have taught in the program over the last three years:

Administrative Assistant: Monika Edgar

A Mecca over the years for accomplished and aspiring writers alike, The Naropa Institute's Department of Writing and Poetics is less a college "department" than an itinerant community of writers and scholars. It reinsates the old Greek akademi, "a walking grove of trees" in which elder and younger writers collect to exchange ideas and technique. Or it conjures classical India where poets, philosophers and yogins sat alongside one another to practice and debate their various arts. Our akademi 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 honors this 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.

The Naropa Institute's MFA Program in Writing and Poetics, Poetics, around which the Department revolves, emerged directly from the Jack Kerouac School of Disembodied Poetics, founded in 1974 by Allen Ginsberg and Anne Waldman. For two decades the school has aligned itself with a tradition of Outriders and Rebel Angels, a lineage that in America derives from the innovations of Whitman and Dickinson, the visions of Melville and Poe, and the social activism of Frederick Douglass and Thoreau. The program considers mindfulness, a keen alertness to language, and social awareness as basic to any writing practice. From its inception the school has taken for its premise Ezra Pound's adage that aspiring writers should not accept criticism from any person who has not him or herself produced a notable work of literature. A corollary has been Gertrude Stein's belief that in writing, one is always a beginner.

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

Our aspiration 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 Summer Writing Program, and while attending classes led by visiting faculty, students encounter the accomplished and provocative writers of our times. The Kerouac School enjoys international notoriety, not as a place where pre-formulated ideas and issues simply get aired, but where discovery, challenge and debate are every-day 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
formative literatures of the past. Thus Poetics, or a considered examination of all the elements that enter verse or prose, governs our literature classes and seminars. Periodically we introduce courses in translation, ethno-poetics, mythopoetics, social action, hermeneutics and hermeneutics, depending upon accomplishments and interests of visiting and resident faculty. BA students join certain of these literature classes, and develop a sense of the range of world writing and how committed writers pursue their studies.

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 centered” writers, as well as tapes of classes, readings and talks by dozens of other contemporary writers and scholars. Allen Ginsberg, Diane Di Prima, Gregory Bateson, John Cage, Paula Gunn Allen, Anne Waldman, Gary Snyder and Amiri Baraka are just a few of those who have presented work at Naropa over the years. These audio tapes are available to students for original scholarship and in some cases for transcription. In recent years these holdings have been augmented with a large selection of video tapes.

The practice of traditional mind-honing techniques remains central to The Naropa Institute’s vision of education, creative endeavor, and social action. Sitting meditation provides a method of honoring the open field of mind-forms without getting hung up in personal obsessive beliefs. It stabilizes the emotions, permitting the practitioner to shake free from what Blake called “the mind forge’d manacles” and to cleanse the doors of perception. Meditative techniques require no adherence to religious doctrine and anyone can develop a practice. Many of the Writing Program’s faculty, such as Allen Ginsberg, Anne Waldman, Andrew Schelling, and Diane di Prima are committed practitioners, and recommend some familiarity with the contemplative arts. Once learned, these provide solid ground upon which to undertake artistic and spiritual explorations. Contemplative practices have fed so many tendencies in contemporary writing that at this point they comprise significant literary points of reference, as well as spiritual. Besides the above mentioned faculty, the writings of dozens of important writers associated with the Naropa community have emerged from such practices — from Jack Kerouac to Paula Gunn Allen, Joanne Kyger to John Cage, Gary Snyder to Leslie Scalapino. A willingness and capacity to shed preconceived notions, to write from a condition of easy, open alertness, in combination with strict understandings of nuance, sound and meaning as expressed in classical and modern texts — these underpin the student’s training at The Naropa Institute. For all degree-seeking students, some practice in a contemplative technique or art is required.

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

Project Outreach

Under the troubled social conditions and botched economies of recent times, burgeoning numbers of people are being denied basic cultural needs. Directed by MFA students, Project Outreach places members of the Kerouac School in local prisons, schools, homeless shelters, halfway houses, hospitals and retirement homes, to unlock the voices of others, to inspire and instruct them in the language arts. Students receive course credit while going into the world as cultural workers, improvising and sharpening their own teaching skills.

Bombay Gin

Conceived in the mid-seventies — its pages inscribed with elegant verbal mind-forms generated by an unruly company of women, men, imps, angels and demons — the journal of The Kerouac 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

Kerouac School members raise money through benefit readings and other skillful means, making the Zora Neale Hurston Scholarships available to minority writers of exceptional promise. Allied to this is the scholarship given each summer to a student from the Institute of American Indian Arts in Santa Fe.
The Kavyayantra Press at the Harry Smith Print Shop

In October, 1993 the Writing Program moved a full letterpress print shop onto the Naropa campus. There are regular classes and workshops for students who wish to learn the old printing techniques using distributable type, fine handmade paper, elegant inks, and platen or proof presses. The print shop has added a fine crafts dimension to the Writing Program, and periodic classes include bookbinding and paper making. The press is housed in the on-campus cottage where film-maker, musicologist, linguist and poet Harry Smith lived out the final years of his life.

Zen Mountain Monastery Residency or Internship

MFA students may take up residency for a semester at Z.M.M. outside of Woodstock, New York, in order to work on their manuscripts in a contemplative context. Internships are also available for students who would like training in editing and publishing. They will work in the monastery's Dharma Communications building.

The Summer Writing Program

The Summer Writing Program, which lasts four weeks each year during the month of July, forms the vital pulse of our department. As many as 40 guest writers descend from across the country and the planet to join resident faculty and students in a vast nomad tent set up on the Naropa lawns. The summer becomes an intense, exhilarating residency of workshops, readings, seminars and faculty/student interviews. 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 Americas, Europe, Africa and Asia. Students meet and study with a range of writers provocateurs — the poets, scholars and novelists who have upset the tables, and redrawn many of the literary maps in this country. This "mind-to-mind" contact enables students to discern methods of composition, thinking, and reading best suited to their own temperament.

B.A., Writing & Literature

In 1986, when The Naropa Institute received accreditation, the Writing and Poetics Department was able to offer a B.A. degree in Writing and Literature. The department offers a spectrum of classes intended to encourage and directly challenge students throughout their studies at The Naropa Institute. Reading and writing, training and accomplishment, scholarship and practice are treated as complementary. Events that take place in the mind, and events that take place in the world, all contribute to the writer’s ability to convey observations in direct and appropriately shaped language.

Texts studied by BA students range from classics of Greece, China, and India to contemporary experimental documents. Writing includes both Western and Oriental modes of composition: haiku, canzone, renga, sestina, short story, prose poem, critical essay, free verse, and formal metrics. During their course of study students present their own work both orally and in written format.

Course of Study

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

The classes draw from four parallel areas of study: Classic Texts of World Literature, Modern and Contemporary Documents, Creative Composition, and Elective Studies. The student designs an elective track in consultation with an advisor from the department. Project Outreach, which involves direct work in the local communities is also available for hands-on teaching experience. Elective classes in dance, theater, psychology, and the contemplative traditions round out the curriculum.

The program encourages a willingness to take risks, to shed personal mental conditioning and preconception, and to write from an unconditioned, "open" state. Faculty and students carry this emphasis into clear and decisive oral presentation of work, since it is as speech—the "vocal body"—that language proclaims and communicates most fully.

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

The Writing Practicum

Each semester one or more writing practica are open for B.A. student participation. These highly recommended one-credit courses are intense week-long engagements with the thought and writing practices of a visiting faculty member. Guest writers in recent years have included Lucia Berlin, Diane di Prima, Lyn Hejinian, Ken Irby, Robert Kelly, Lorenzo Thomas, and Allen Ginsberg.
Academic Programs

Manuscript

To receive the B.A. degree in Writing and Literature, each student presents a manuscript that reflects the maturing of his or her course of study and writing. The manuscript collects the finest writing the student has accomplished at Naropa, and includes a brief scholarly paper.

Requirements for the B.A. in Writing and Literature

Students ordinarily select and follow either a fiction or a poetry track, but may take workshop classes in both tracks.

Course Credits

12 credit hours in Writing chosen from:
- WRI 310 Writing Poetry (3)
- WRI 311 Writing Fiction (3)
- WRI 360 Writing Poetry (3)
- WRI 361 Writing Fiction (3)

12 credit hours in Literature chosen from:
- WRI 520 Rebel Angels (3)
- WRI 525 Trends in Contemporary Literature (3)
- WRI 533 Literature Seminar (3)
- WRI 534 MFA Lecture Series (3)
- WRI 550 Eco-Lit (3)
- WRI 582 Letterpress Printing I (3)
- WRI 583 Letterpress Printing II (3)

Total credits required in major: 24

Note: WRI 451-464 Summer Writing Program (6) may be applied to the major, as 3 credit hours of Writing and 3 credit hours of Literature.

M.F.A., Writing & Poetics

Summer Writing Program

The Naropa Institute Summer Writing Program, for which guest writers join the year-round faculty, is a month-long program of workshops, lectures, faculty-student interviews, readings, performances and colloquia. It generates an environment of exploration, challenge, and discovery within which participants study and write in dialogue with many of the notoriusly provocative and ground-breaking writers of our time. B.A. students may take up to six credits in the Summer Writing Program.

During the annual Summer Writing Program the department hosts distinguished writers and poets. Guests in recent summers include: Kathy Acker, Lucia Berlin, Mei Mei Bensenbrugge, Kamau Brathwaite, William Burroughs, Andrei Codrescu, Clark Coolidge, Robert Creeley, Diane di Prima, Marianne Faithfull, Lawrence Ferlinghetti, Lyn Hejinian, Susan Howe, Erica Hunt, Robert Kelly, Joanne Kyger, Nathaniel Mackey, Jackson Mac Low, Bernadette Mayer, Michael McClure, Alice Notley, Michael Ondaatje, Jerome Rothenberg, Ed Sanders, Leslie Scalapino, Harry Smith, Gary Snyder, Nathaniel Tarn, Lorenzo Thomas, Philip Whalen, Peter Lamborn Wilson, and many others.

In addition to the regularly scheduled course of study during the Summer Writing Program, MFA students follow one of two MFA tracks—electing to concentrate in either poetry or fiction. Recent instructors of these month-long classes include Joanne Kyger, Bobbie Louise Hawkins, Ed Sanders and Anne Waldman. The Summer Writing Program with MFA credit is included in the overall MFA tuition since two summers are required of all students for completion of their degree.

The Academic Year

The Fall and Spring semesters following the Summer of entry operate on a different rhythm. Each semester we offer several concentrated writing workshops—and a variety of Literature classes in which students work closely with, and receive the attention of, resident faculty and fellow students. Workshops focus on the work of writers who operate within the Outrider Lineage (see course listings). Coursework of Fall and Spring semesters include regular submission of original work for critique, oral presentation (since it is in this kind of performance that literature most fully proclaims its authority), ongoing dialogue with students and faculty, and elective coursework and artistic collaboration with the departments of Theater, Music and Dance. There is also opportunity to pursue research and study in the fields of Anthropology, Buddhist Studies, Environmental 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 — the student submits both a creative manuscript (55-150 pages of poetry or 150 pages of fiction) and a critical essay of 25 pages. The program generally takes two to two-and-a-half years to complete.
Requirements for the MFA in Writing & Poetics

Courses

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<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>WRI 751-754 Summer Writing Program I</td>
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<td>WRI 761-764 Summer Writing Program II</td>
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<td>WRI 526 Poetry Practicum (1)</td>
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<td>WRI 527 Fiction Practicum (1)</td>
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<td>WRI 522 Practice of Translation (3)</td>
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<td>WRI 711 Practice of Fiction (3)</td>
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<td>WRI 713 Creative Reading &amp; Writing (3)</td>
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<td>WRI 761 Practice of Fiction (3)</td>
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<td>WRI 771 Practice of Fiction (3)</td>
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<td>WRI 525 Trends in Contemporary Literature (3)</td>
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<td>WRI 533 Literature Seminar (3)</td>
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<td>WRI 534 MFA Lecture Series (3)</td>
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<td>WRI 580 Eco-Lit (5)</td>
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<td>WRI 582 Letterpress Printing I (3)</td>
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<td>WRI 586 Manuscript</td>
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<td>WRI 583 Letterpress Printing II (3)</td>
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<td>Other Elective courses drawn from The Institute's offerings</td>
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<tr>
<td>ONE Contemplative Practice Course</td>
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<td>TOTAL CREDITS</td>
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Note: It is possible to complete coursework in two summers and two academic semesters rather than three semesters. This means a student carries a workload of thirteen credits per semester, before beginning his or her Manuscript semester. Department faculty discourage this approach, but we leave it as an option for students with special needs.

Admission

Admission 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 fiction, drama, or journalism). We also consider previous academic records, 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 in June, though we make exceptions for students who need to enter at the beginning of fall or spring semesters. For more information on admissions procedures, see the Admissions section of this catalogue.

Academic Programs

Writing Workshop

Writing workshops in poetry and fiction are offered each semester. Each fall semester a workshop in translation is offered, and occasionally other workshops are offered in poets' plays, journal writing, or 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 number of students which examine in detail a single writer's work or a specific theme. Literature classes are semester-long presentations of a tradition of literary continuity; topics may range from Greek drama to surrealism to poetry, from Ethnopoetics to the poetics of Asia. Many classes emphasize the Modernist traditions and the influence of writers who have belonged to these movements: the classic Modernists, the Objectivists, Imagists, Harlem Renaissance, the San Francisco Renaissance, Black Mountain School, the Beats, and the New York School. All literature classes require students to submit critical essays.

Contemplative Requirement

Each student must take 3 credit hours in one of the Traditional Eastern Arts or in Meditation.

Translation

The translation workshops and seminars entail 1) close and comparative readings of traditional and modern classics of world literature in English translation, 2) reading and discussion of theoretical considerations by practitioners of the art (Benjamin, Steiner, Rabassa and others), and 3) creative work on new translations. The emphasis is on poetry, the most challenging subject of translation.

Electives

Students take six credits of electives during the program. Electives may be taken for credit in any department of the Institute. Students are encouraged to take courses other than writing and literature, and must take one course of a contemplative nature (See also Outreach Program below).

Practicum

The Practicum is a one-credit course taught by a distinguished visiting faculty member and offered during the regular semester as a unique and intense (up to six hours a day over a single weekend) exploration of a specific topic in which the faculty member has unusual expertise. Recent classes have
Academic Programs

been taught by: Diane di Prima, Lucia Berlin, Lyn Lejbjinian, Julie Seko, and Ray Gonzales.

Activities

On-campus activities for the M.F.A. student include regularly scheduled student and faculty readings, M.F.A. performance events, writing workshops and seminars, production of Bombay Gin, numerous magazines and books series by students and faculty, discussion groups (formal and informal), performance rehearsals and workshops, and participation in the Department's Outreach Program.
Academic Programs

Study Abroad Programs
Nepal and Bali

Drawing on the wealth of opportunities available in Nepal and Bali, The Naropa Institute’s Study Abroad program provides a thorough introduction to the living traditions of meditation, philosophy, music, painting and dance presently flowering in both Nepal and Bali. In both of these cultures, the study abroad programs are designed to infuse the cross-cultural educational experience with awareness of the personal journey. The Naropa Institute’s Study Abroad program is rooted in cultivating our inherent curiosity and appreciation of the world, while uncovering cultural biases and habitual patterns. The program mixes academic study with experiential learning so the student engages in an original process, and can more directly experience and understand these diverse cultures.

Fall Program in Nepal

Located at the foot of the Himalayas in the ancient 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 lively trade. This richness, diversity, and cultural tolerance provides a fertile ground for The Naropa Study Abroad program. The Nepal program aims to provide a thorough introduction to the traditional culture, meditation, philosophy, and arts which are presently flowering in the Kathmandu Valley and neighboring regions.

The Nepal program takes place from mid-September through mid-December, and is situated in the pilgrim’s village of Boudha. The program is housed in a lovely two-story guest house where participants live, study, and practice 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 recipes 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 section 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 tuition (12 semester credit hours), room and board, field trips and festivals, and in-country transportation expenses. The cost for the 1995 program was $6,000. Airfare from the West coast is separate and is negotiated yearly by the Institute.

Courses include:
ANT 556 Arts & Culture of Nepal
ANT 556 Independent Research: Nepal
ART 556 Tibetan Scroll Painting
MUS 546 Nepal Music & Dance
REL 506 Meditation Practicum: Nepal
REL 516 Nepali Language I
REL 526 Buddhist Traditions: Nepal
REL 566 Colloquial Tibetan: Nepal
REL 576 Nepali Language II

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 Naropa Institute Library.

Spring Program in Bali

Bali is one of 13,000 islands in Indonesia, and is often called the Island of the Gods. It is world-renowned as a land where the arts, spiritual practice and daily activity are thoroughly integrated. The terracing of rice fields, the coursing of waterways and the mythology and drama of dance, music and theater 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 enter the path of Balinese life. They will explore their own artistic processes by immersing themselves in a culture where true 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 "loksan" (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.

Program costs include the study and practice program (9 semester credits), bed and breakfast double occupancy, field trips, festivals and community gatherings. An additional charge is added for the optional independent study/travel project. Airfare from
Academic Programs

the West Coast is separate and is negotiated yearly by the Institute.

Courses include:

ANT 538 Arts & Culture of Bali
ANT 588 Independent Research: Bali
ART 588 Balinese Batik

ART 588 Balinese Painting
ART 578 Balinese Mask Carving
DAN 508 Balinese Dance
MUS 548 Balinese Gamelan Orchestra: Bali
REL 508 Meditation Practicum: Bali
REL 518 Indonesian Language I
Continuing Education

Continuing Education Courses

The experience of education is not limited to the classroom experience, nor to those enrolled for an undergraduate or graduate degree. The Naropa Institute Continuing Education program serves as a vehicle to offer contemplative education programs, lectures, and events to the Boulder community and the general public.

The offerings have been designed and scheduled to meet the needs of working people, families, and those who, while interested in contemplative education, may not have the time, resources, or inclination to seek a degree at the Institute. Programs range from one-time meetings to semester-long courses. Programming focuses on five general areas: Arts and Creativity; World Wisdom Traditions; Health and Healing; Psychology; and Contemporary Culture.

Highlights of our 1995-96 program include weekends with Native American Elder Oren Lyons, Lama Tharchin Rinpoche, and Professor James Carles, a course in Celtic Shamanism with Geo Cameron; Chi Gong with Master Zhen Gao Yao, and many others.

For more information, or a copy of our latest catalog, please contact the Office of Continuing Education at (303) 546-3563.

Summer Program

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

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

Approximate Dates for Summer, 1996:
June 19 - July 30

Conferences and Workshops

Each year, major conferences, workshops and intensives, bringing together leaders in their fields, highlight our summer schedule. In past years these have included:

- Coming Home: Deep Ecology and Native American Perspectives
- Body Psychology Symposium
- Engaged Spirituality: Christian and Buddhist Voices
- Tibetan Language Seminar
- One-Month Performance Project: Naropa and the European Dance Development Center
- The Complete Actor
- Advanced Mysteries Workshop
- Tai-chi Ch’uan Workshop
- Transpersonal Psychology: The State of the Art
- Entering the Heart of Creativity

Summer Programs

Buddhist Studies and Religious Studies

These two departments have expanded their Summer program to include a wide array of courses that focus on themes such as interreligious dialogue, Tibetan language, Buddhist psychology and practice, as well as Zen and Vipassana practice intensives.

Contemplative Psychotherapy

The "Seven-Day Maitri Training Program for Mental Health Professionals" is an important intensive held each summer. Based on Maitri Space Awareness practice, this training seminar is a rare opportunity for clinicians in various mental health fields to experience this profound practice and the other disciplines of contemplative psychotherapy.

Education

The summer Education Program offers a broad selection of courses designed to appeal to teachers at all levels from preschool to high school. There are a variety of educators whose classes nourish the heart as well as the mind. Teachers, parents and anyone interested in a contemplative approach will find courses for recertification, personal or professional. Areas offered include art, dance, storytelling, and autobiographical writing. Specialized courses in nutrition and administration for preschool director certification are also featured.

Environmental Studies

The Environmental Studies Program offers B.A.- and M.A.- level courses, which integrate with the year-round curriculum. Each summer is characterized by a specific theme that reflects the many-faceted relationship between human and natural systems.
Academic Programs

Gerontology and Long-Term Care Management

The Gerontology and Long-Term Care Management department offers courses that explore aging and death, and creativity, appreciation and acceptance when working with old age. The Gerontology department offers at least one main course during the Summer program. Recent summer courses include "Ethnogerontology Workshops" and "Working with Elders in Dance and Theater."

InterArts Studies

The InterArts Studies Summer Program invites students to explore the power of training in physical awareness, technique, improvisation, and creative process through the mediums of Dance, Theater, and Music. All of the sense perceptions are sources of energy, inspiration, and expression in this process. The joining of awareness training from both the traditional and contemporary arts disciplines gives depth to our sensory experience and cultivates genuine creative expression.

Dance/Theater courses focus on techniques of improvisation, physical awareness, and the source and process of experimental Theater, New Dance and Interdisciplinary performance. Through the creative process students develop direct and "unselfconscious" activity which informs and synchronizes both physical articulation and imagination. Participants are encouraged to find a balance between their personal development and increased tools for collaborating with artists in other disciplines.

Summer faculty, known for extending the boundaries of their disciplines, believe that creative collaboration adds depth and breadth to a student's journey by shaking up artistic patterns, highlighting common themes among the arts, and cultivating confidence in creative expression. Daily sitting meditation and weekly Works-in-Progress, InterArts Jams and panel discussions enrich the sense of community between students and faculty.

Music courses offer participants the freedom to explore individual style and creativity while honing their technical skills. Close contact with a faculty of renown 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 quality.

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

Somatic Psychology

The Somatic Psychology summer offerings feature an array of pioneers in this growing field. Recent offerings have included courses on interaction and relationship, addictions, dance therapy, creative arts modalities in counseling, group movement process, and basic dance therapy theory. The rich blend of courses includes a Body Psychology Symposium, a gathering of leaders in the field of Somatic psychology. They present both theory and experiential exploration of seminal topics in the field.

Traditional Eastern Arts

Traditional Eastern Arts, central to Naropa's approach to contemplative education, offers students an opportunity to experience meditation, Shambhala training, Bugaku, Raga Singing, Yoga, T'ai-chi Ch'uan, Aikido and Aikido sword with master teachers. Traditional Eastern Arts courses arise from meditative awareness, the awareness which simply appreciates the nature of things as they are. The purpose of these practices is to experience ourselves and the phenomenal world directly and to express our experience without obstruction. The courses seek to translate spiritual understanding into physical movement, and provide the space and training for integration of body, mind and spirit.

Transpersonal Counseling Psychology

The Transpersonal Counseling Psychology Department offers a selection of courses open to summer students interested in exploring new avenues of personal growth. Topics have included archetype, art, myth, meditation, song, the way of the shaman, addictions and treatment, and incest and sexual abuse.

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, mandala, mask-making, print-making, as well as drawing and watercolor painting, are balanced with Tibetan Thangka and Chinese brush painting.

The Summer Writing Program

Since its beginning in 1974, the Summer Writing Program has offered a month-long convocation of students, scholars, fiction writers, poets and translators. In dialogue with renowned practitioners of the verbal arts, students interrogate those issues confronting the composition of poetry and fiction. 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 notoriously provocative writers of our times ascribes, and performers currently charting the directions American writing is taking. The tradition emphasized belongs to the "outrider" or left-hand lineage, which operates outside the cultural mainstream a tradition of powerful scholarship and counter-poetics. Guest faculty changes weekly, magnetizing the summer program into a forum that confronts, responds to, and intensely challenges a range of compositional methods and theories.

The Summer Performing Arts Series

Each summer, the Naropa Institute offers a lively performing arts series in which musicians, dancers, poets and scholars from the Summer programs, as well as guest performers, give performances and talks open to the general public.

More Information

For more information about our upcoming programs contact: The Naropa Institute Office of Continuing Education, 2130 Arapahoe Avenue, Boulder, Colorado 80302-6697. Phone (303) 546-3504
Academic Courses

Course Information

Course Numbering:
Undergraduate:
200-299: intended for Foundation Year students
300-399: intended for juniors and seniors
400-499: intended primarily for seniors

500-599: open to undergraduate and graduate students, with additional requirements for graduate students.

Graduate:
600-699: intended primarily for first-year graduate students
700-799: intended primarily for advanced graduate students
800-899: primarily for masters thesis, projects, internship, field placement, etc.

Frequency of Course Offerings: Most courses listed are offered annually. Some courses are offered on an alternate year basis.

Anthropology (ANT)

Unless otherwise indicated, courses in this discipline are offered by the Environmental Studies Department.

ANT 300 Cultural Anthropology - 3cr - Faculty
This course explores various ways human societies have patterned their relationships to the cosmos, and how these cultural constructs pattern individual perception and experience. Discussion of ethnography offers insight into relationships among: subsistence patterns; social and family organization; religion and ritual; rites of passage; gender roles and child-rearing; and the cultural construction of emotion.

ANT 499 Independent Study - 1-3cr - Faculty

ANT 500 Anthropology of Consciousness - 3cr - Faculty
Trance and other states of awareness leading to spiritual experiences are practiced as part of sacred ritual and spiritual path in many human societies. Within these cultures, transcendent experiences are socially approved, consciously taught and often associated with various forms of physiological or psychological healing. With modern industrial societies, however, trance is little practiced and poorly understood. How and in what forms have traditional cultures used altered states in sacred contexts? This course will also address the cultural construction of emotion, cultural definitions of aberrant versus normal behavior, nurturance versus abuse, and other topics in cross-cultural psychology.

ANT 520 Culture and Technology - 3cr - Faculty
Our modern technological culture forces many people into the extremes of either rejecting technology as evil or embracing it as humanity's savior. This seminar will explore the middle ground of "appropriate" technology, and the decisions connected with it. Are new ethical approaches necessary? How do we translate our ethical ideals about technology into appropriate action? Can we balance morality and technological power? We will try to develop general principles, then some specific examples of modern technologies.

ANT 530 Ethnomedicine - 3cr - Faculty
This course explores different complex and well-developed ethnomedical healing traditions. Topics may include Ayurvedic medicine, Tibetan medicine, various Native American healing traditions, etc. The course examines relationships between the cultural world-view, subsistence pattern, and healing methodologies.

ANT 536 Arts and Culture of Nepal - 3cr - Faculty
Offered by the Study Abroad Program and constitutes a core requirement for the Study Abroad Program.
This course is designed to introduce traditional aspects of the multi-ethnic Nepalese culture. The course will present material from a historical, as well as contemporary point of view. It will explore the rich cultural heritage of Nepal as it is expressed in religious traditions, sacred and ceremonial art forms, and traditional crafts and ways of life. The course will look at both the social and mythical perspectives to understand this dynamic relationship as it is played out in the cultural identities of the Nepalese people. Local specialists will serve as lecturers and field trip leaders, while Naropa staff will provide students with an ongoing forum to reflect on the material in light of personal experience. The course will present material in a sequential form given these three aspects: 1. Individual/personal observation; raw sensory experience. 2. Formal lecture series; information gathering and research. 3. Application and direct contact; utilization of language skills, assimilation and presentation of understanding.
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ANT 538 Arts and Culture of Bali - 3cr - Faculty
Offered by the Study Abroad Program and constitutes a core requirement for the Study Abroad Program.
A series of lectures, demonstrations and field trips focusing on the sacred art traditions of Bali: mask-carving, shadow puppetry, painting, batik. Taught by Naropa Institute faculty and local artists.

ANT 540 Cross-Cultural Perspective on Healing - 3cr - Faculty
What can we learn from traditional systems for healing individual, social, and environmental disease? This class examines case studies from North American, African, Asian, and various shamanic cultural traditions. It considers such issues as: (1) How is health defined and achieved? (2) How do ritual and sacred practice contribute to the healing process? The course investigates the nature of the relationships between body, psyche, spirit, community, and nature as conceived in selected cultural healing traditions, and learn how this understanding contributes to the healing methods that are applied in individual cases.

ANT 550 Cultures, Global Society, and Third World Development - 3cr - Faculty
Moving toward world community means confronting the twin issues of third world poverty and environmental degradation. The historical roots of these issues often lie in colonialism, politics, and the workings of the world market. Examples of selected tribal, peasant, and urban societies in crisis help us to explore and understand such issues as: shortages of food and resources; overpopulation; environmental degradation; and the destruction of traditional peoples and their cultures. We explore effective social action through considering local, community-based development projects that are culturally appropriate and environmentally sound. Guest speakers will share their experiences.

ANT 560 Participatory Research and Practical Ethnography - 3cr - Paula Palmer
A preparatory course for anthropological fieldwork in other courses. Skills taught include honing of observational skills; experience and confidence in interviewing people; clarifying one's questions and hypotheses; understanding of alternative methodologies and formats; when, where, and how to involve members of a community in researching their own culture and issues; a sense of ease around those we perceive as "different" from ourselves. Each student will select a local subculture to study and learn from, to be written in the form of a short ethnographic report. This is primarily a field course. Prerequisite: Cultural Anthropology, or permission of instructor. Required for Anthropology emphasis.

ANT 586 Independent Research: Nepal - 2cr - Faculty
Offered by the Study Abroad Program and constitutes a core requirement for the Study Abroad Program.
This segment of the program enables students to design their own research project, which may include various travel and study options. Previously, students have trekked to the Solu Khumbu Valley for the Mani Rimdu festival and taken pilgrimages to sacred Buddhist sites in North India, as well as journeys to Dharmsala 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 evaluate the final project and presentations.

ANT 588 Independent Research: Bali - 3cr - Faculty
Offered by the Study Abroad Program and is optional for students in the Study Abroad Program.
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.

Art (ART)

Unless otherwise indicated, courses in this discipline are offered by the Visual Arts Department.

ART 499 Independent Study - 1-3cr - Faculty

ART 500 The Contemplative Artist - 3cr - Joan Anderson and Cynthia Moku
Based on the premise that art begins in the quiet solitude of mind, this is an interdisciplinary course investigating the nature of artistic expression. Primarily, through applied studio assignments, meditation practice, readings from both Western and Eastern artists within contemporary and past contexts, we explore the elements of creative process, artistic expression, and contemplative practice.

ART 505 Drawing I - 3cr - Robert Spellman
This studio class focuses on developing skillful use of drawing techniques, methods and materials paired with lucid observation of shape, tone, texture, and composition. Learn to draw fruit, lips, fire, clouds, wind, and laughter. Value studies are explored through charcoal, pencil and ink.

ART 515 Watercolor I - 3cr - Robert Spellman
This class, open to beginners and experienced artists, is a series of exercises designed to lay the foundation for understanding this famously difficult medium. The methods presented distill the techniques practiced in the Western tradition of the past three centuries and provide the basis for a lifetime of anxious pleasure. This is a studio class with demonstrations by the instructor and a lot of painting and drawing by the students.

ART 520 Calligraphy and Book Arts - 2cr - 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 will be complemented by design exercises to explore color, texture and
Courses

rhythm. Class exercises include traditional practice of forms as well as more expressive techniques conducive to the creative process. A hand-bound book form is also introduced in this class.

ART 525 Drawing II - 3cr - Robert Spellman
This course number is for students wishing to return to the material of ART 505. Students continue their exploration of the drawing techniques, methods and materials. Prerequisite: ART 506.

ART 530 Color Theory - 3cr - Cynthia Moku
Traditional study of color theory through related assignments, readings, and class projects using silk-screened color paper packs. Exercises help develop the understanding of color relationships through investigations of properties of warm and cool, color vibration, advancing and receding, transparencies and opaque, etc. During the second trimester of the course, the properties of color and light are approached through an introduction to the maitra rooms. The final trimester of the class involves color mixing with paints from the primaries, acquiring tints and shades. Class culminates with a final paper and art project specific to color, space and relationship. Offered for the 1996-1997 academic year.

ART 533 Thangka Painting I - 3cr - Cynthia Moku
This studio class is an introduction to painting Buddha images in the Tibetan tradition. Using pencil, brush, ink line drawing and dry painting techniques, we study the proportions of sacred figures, lotuses, thrones, ornamentation and landscape. A portion of class time is given to reviewing the historical development of Tibetan thangka painting in order to broaden our understanding of the context within which this art form has developed.

ART 535 Watercolor II - 3cr - Robert Spellman
This course number is for students wishing to return to the material of ART 515. Students continue their exploration of exercises and methods practiced in this medium. Prerequisite: ART 515.

ART 537 Brush Stroke I - 3cr - Harriet Campbell
This course introduces the students to two types of calligraphy: shuji, the practice of writing characters correctly, and shodo, the practice of how to relate to the brush, ink, and white paper mindfully. The black of the ink expresses ourselves on the white paper as the world. The most important point of view when it comes to shodo is realizing the relationship between the black ink and white paper. We study the basic strokes and their proper relationship as character formations and the movements of character sequences.

ART 540 Sculpture - 2cr - Joshua Mulder
This is a hands-on class working in acrylic clay medium. Students sculpt pieces in relief or full three-dimension, individually or traditionally inspired. The basic elements of armature, proportion and design, mold-making and a variety of sculpting materials are demonstrated and explored.

ART 543 Thangka Painting II - 3cr - Cynthia Moku
This class is a continuation of ART 533. We learn to stretch and prime cloth for painting. Each student begins by painting the eight auspicious symbols, then advances to composing a complete thangka painting. Dry-technique shading, color mixing and application, and making gold paint are the skills we focus on. Detail study of classic thangkas, both past and contemporary, complement the skills practiced.

ART 545 Painting I - 3cr - Michael Neuhall
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 media, color properties, systems of color mixing, application tools, and brush techniques. Also included is study of application methods such as underpainting, layering, glazing, wet-into-wet, impasto, mixed media and extensions of media.

ART 547 Brush Stroke II - 3cr - Harriet Campbell
This course is a continuation of ART 537. Students continue their calligraphic practice and explore their own expression of the characters. Prerequisite: ART 537.

ART 550 Art of the Western World - 2cr - Faculty
Works of art reflect the context in which they are created and the minds of the artists who created them. Directly experiencing works from the past we can get a glimpse of the artists who created them. This course surveys Western art. In order to put us more fully in touch with the works, we examine them on the levels of form — the materials, colors, line, texture and so on, that make up a work; content — what the work depicts, represents or exemplifies; and world view — the values embodied in the work. Offered for the Fall 1996 semester.

ART 553 Thangka Painting III - 8cr - Cynthia Moku
This course of study is for advanced students of thangka painting. Each student continues working on their composition begun in Thangka Painting II. Further development of painting technique coincides with study and refinement of design both linear and tonal. The sewing of brocades for mounting finished paintings is also demonstrated. Prerequisite: ART 533 and ART 543.

ART 555 Figure Drawing I - 3cr - Michael Neuhall
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 figurative study. Figure exercises are derived from an academic tradition to train the eye, as well as the hand.
ART 556 Tibetan Scroll Painting - 2cr - Faculty
Offered by the Study Abroad Program and is one of the Study Abroad electives.
This course is designed to introduce the history and train the students in the beginning skills of Thangka painting. Students will learn basic iconography pertinent to this tradition through field trips and books. Students will be taught the rudimentary skills of drawing according to the tigge, or proportion for each image; inking, shading, color mixing and painting. The culmination of the course work is a small to medium thangka of the student's choice. Students will have a minimal fee for materials. They could bring drafting kit, ruler, good drawing pencil, eraser and sketch pad from home; otherwise these materials are available in Kathmandu.

ART 557 Brush Stroke III - 3cr - Harriet Campbell
This course is a continuation of ART 547. Students continue their calligraphic practice and explore their own expression of the characters. Prerequisite: ART 547.

ART 558 Balinese Batik - 2cr - Faculty
Offered by the Study Abroad Program, and is one of the Study Abroad electives.
This course introduces students to the traditional art of Batik which utilizes a "wax resist" technique of dying fabric with natural colors. Students will learn four different techniques while working in small groups under the guidance of Balinese master artists to create both traditional and personal designs.

ART 560 Art of the Eastern World - 2cr - Harriet Campbell
Study of our world heritage through the stream of spirit and visual images of Asian world wisdom traditions. As Western students studying Asian traditions, what emerges in a journey that encompasses both East and West? Our historical moment forces us into new confrontations that go beyond "knowledge of man" to "meetings with others." We look at how Asian artists share their vision of joining heaven and earth. Works of art are created because of basic sacredness. However, Asian art is not one thing. The traditions of China, Japan, Southeast Asia, Nepal and Tibet each have their own views and uses of art. We examine style, aesthetic flavor and comparison, we study the unique contribution of different traditions and explore their interweaving patterns. We also see how international styles develop through the mediums of religion, migration, and trade.

ART 562 Thangka Painting IV - 3cr - Cynthia Moku
This course of study is for advanced students of thangka painting. Prerequisite: ART 533, ART 543, and ART 552.

ART 565 Painting II - 3cr - Michael Newhall
This course is a continuation of ART 565. Prerequisite: ART 545.

ART 568 Balinese Painting - 2cr - Faculty
Offered by the Study Abroad Program and is one of the Study Abroad electives.
This course introduces students to the precise and stylized art form which depicts the majesty and mystery of the Balinese world view as expressed through the Ramayana and Mahabharata. This painting technique uses acrylic paint and Chinese ink on canvas to render the intricate and rich images.

ART 570 Art and Environment - 2cr - Cynthia Moku
This course is an investigation into the dynamic between artists and their society. Drawing primarily from contemporary sources, we explore this relationship through readings, discussions, and studio exercises.

ART 575 Figure Painting II - 3cr - Michael Newhall
This course is a continuation of ART 555. Prerequisite: ART 555.

ART 578 Balinese Mask Carving - 2cr - Faculty
Offered by the Study Abroad Program and is one of the Study Abroad electives.
Mask Carving has its roots in the ceremonial and mythic representation of the religious characters from the stories and dances of Bali. Students will be introduced to this traditional art in a small group setting under the direction of Balinese master artists. They will produce masks whose medium is wood with a paint and lacquer finish adding to their stunning beauty.

ART 580 Portfolio and Gallery Presentation (Senior Project) - 1cr - Cynthia Moku
This course prepares students for the presentation of their senior projects in the Naropa Gallery. The course covers practical elements of designing and assembling a portfolio, marketing, copyrights, presentation of artwork, and installation of exhibitions.
Courses

Dance and Movement Studies (DAN)

Unless otherwise indicated, courses in this discipline are offered by the InterArts Department.

DAN 300 Beginning Movement Study - 3cr - Barbara Dilley
This class is recommended for students from various disciplines to explore the study of movement. Students explore different training processes from contemporary dance traditions including a warm-up based in Masunaga's Meridian Stretches, improvisation practice, discovery of the bones under gravity and forms derived from American modern dance traditions. The class will develop an accumulation phrase throughout the semester and share discoveries in the village of students. Beginning Movement Studies joins inner awareness and impulses with outer forms of expressive and creative body skills. This course is open to students with no previous movement work and beginners.

DAN 310 Contemporary Dance Foundations - 3cr - Diane Butler and Carol McDowell
Contemporary Dance Foundations provides a basis for movement exploration through a combination of technical and improvisational investigations with Movement Studies faculty Diane Butler & Carol McDowell. Coursework will be based on contemporary dance traditions, individual 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 experience in dance technique.

DAN 330 Contact Improvisation - 2cr - Adwoa Lemieux
Contact Improvisation is the spontaneous dance of two or more people moving together, while maintaining a physical connection and releasing into the flow of natural movement. The class follows a general progression of contact improvisation skills, such as rolling, falling, taking and giving weight, playing with momentum and gravity, discovering ledges and levels, and exploring different depths and textures of touch. Through making contact, building trust in oneself and receiving and giving support, we develop these skills in individual, partner and group dances. Both beginners and more experienced contact improvisers are welcome. Class meets once a week and a weekly practice session/fam is required.

DAN 350 Contemporary Dance Forms I - 3cr - Faculty
Continuation of DAN 310.

DAN 380 Body-Mind Centering I: Foundation and Anatomy - 3cr - Susan Apooshian
The focus of this class is the relationship between our bodies and our minds through basic patterns of movement. We will experience our own patterns in a very direct way, and discover means to further develop and transform movement patterns in both ourselves and others. The vehicle for study will be Body-Mind Centering, an approach to movement reeducation and analysis developed by Bonnie Bainbridge Cohen. This class includes a detailed study of early motor development and anatomy, which will be completed in DAN 430. Prerequisites: InterArts Studies Program student or permission of the instructor.

DAN 400 Contemporary Dance Forms II - 3cr - Diane Butler and Carol McDowell
Explorations of movement and dance during this century have provided us with a rich heritage of dance forms from the modern and post-modern eras. Classes will cover techniques of contemporary dance forms as a way of knowing the body through image and sensation with presentations by Movement Studies faculty Diane Butler & Carol McDowell. Through a daily practice of these forms, attention is given to alignment, strength, flexibility, movement phrasing, articulation and presence. Forms classes endeavor to bring each student to the widest range of physical expression. This course is recommended for intermediate/advanced students.

DAN 410 Dance of Africa - 2cr - Tracy Kiesay
Students are invited in this course to experience the vibrant and culturally rich celebration of life exhibited through the traditional dances of West Africa. Class work will begin with a warm-up based on the fundamental technique of movement isolations. Coursework will include dances of Senegal, Guinea, and the Ivory Coast. Material will include the discovery of how the traditional music and dance of Africa has influenced the music and dance of today. This course is open to students of all levels of experience and will include sessions with the Music of Africa course. Selected dances will be performed in the World Music and Dance Concert at the end of the term.

DAN 420 Dance of Bali - 2cr - I Made Lasmanuvan
This introduction to Balinese classical dance forms is offered to both male and female dancers. Emphasis will be on basic technique and understanding the characterization and dramatic mood of each dance. Some sessions will be held with the accompaniment of the Gamelan to allow students to interact with the musicians. The course will culminate with a performance in the World Music and Dance Concert. Some previous dance experience is required.

DAN 430 Body-Mind Centering II: Anatomy and Kinesiology - 3cr - Susan Apooshian
Continuing from DAN 380, the focus is on understanding and training movement in a very direct and precise way which allows for transformation and further development. This course includes further study in experiential anatomy and kinesiology (the study of the human body in motion), which includes details of the musculo-skeletal system and the dynamics of posture and alignment. Prerequisite: DAN 380 or permission of the instructor.

DAN 450 Contemporary Dance Forms III - 3cr - Faculty
Continuation of DAN 400.

DAN 499 Independent Study - 1-3cr - Faculty
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DAN 508 Balinese Dance - 2cr - Faculty
Offered by the Study Abroad Program and is one of the Study Abroad electives.
We will study traditional Balinese dance forms, both male and female. All levels of dance expertise are welcome.

Early Childhood Education (ECE)
Courses in this discipline are offered by the Early Childhood Education Department.

ECE 300 Foundations of Contemplative Education - 3cr - 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 teaching and learning, we prepare for teaching with vigor, freshness, and openness. We study a contemplative approach to the dynamics of teaching young children, including the influences of parenting on education. During our exploration, we learn to encounter concepts and emotions directly, gently and creatively. During the class we develop the discipline of mindfulness/awareness and contemplative educational observation, a natural extension of awareness practice. These practices enable us to perceive and bring forth children's true natures without prejudice and aggression.

ECE 320 Movement in Education - 3cr - Margot Iseman
This course is the study and experience of basic early movement as it relates to the education of young children. The aim is an experiential understanding of the movement patterns that help us both as teachers and young children form a relationship with the world. The primary discipline for the course is body mind centering. Through this practice and other exercises we experience our own movement patterns in a very direct and transformative way. The course includes studies of early motor development, and the functions of the body in movement, as it relates to early education.

ECE 350 Maitri and Learning Styles - 3cr - Richard Brown
During this course, students study and practice the traditional five Buddhist energy styles in relation to teaching and learning. Integrated into this approach is an exploration of multiple learning styles. Adapted for Westerners from the tradition of Tibetan Yoga, Maitri training is a sophisticated method of cultivating awareness of the emotions and developing appreciation of discreet styles of expression in ourselves and others. Maitri practice is based upon the discovery of the intrinsic wisdom of emotional energies, described as the Buddha families. We will learn how we might manifest 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.

ECE 380 Child Development and Creativity - 3cr - Mary Culkin
Development of children is traced from birth to the beginning of adolescence, with the main focus on early childhood. The main emphasis is on how the hallmarks of psychological, social, cognitive, and motor developments of children can be enhanced in creative, fulfilling and appropriate ways. Course also involves out-of-class observations of children.

ECE 410 Stories Make the World: Kindergarten Magic - 1.5cr - Mindy Upton
This course is a wonderful opportunity for teachers of young children to focus on the artistry and essential skills of being a preschool or kindergarten teacher. In this course we will explore movement, story, song, crafts, puppetry, circle time, and painting. We will create an environment for each other to work with those skills and discover our own creative inspiration in relationship to sharing the magic.

ECE 430 Teaching Preschool Children - 3cr - Gene Hooley
This course brings a contemplative view to learning the skills for teaching preschool children. Students will learn first hand how contemplative teachers plan, manage and teach two to six-year-olds in a contemplative setting. The approach will emphasize developmentally appropriate, child centered, experiential, and artistic methods. During this course students are assigned their internship placements for the spring semester. Their study of preschool teaching then focuses on the details of that particular class and teacher. Open to program students only.

ECE 440W Alaya Preschool Curriculum - 1cr - Annette Crawford
This workshop explores child-centered curriculum topics of Alaya Preschool's artistic and contemplative approach to teaching young children. Each class features a different presentation by the Alaya Faculty: Garden Magic, Sensory Play, Ritual and Celebration, and Movement Education. The workshop is hands-on and experiential. Come prepared to play, create and learn.

ECE 450 Supervised Teaching Practicum - 3cr - Richard Brown and Faculty
This practicum provides supervised internship teacher training in a contemplative preschool setting. The culmination of the program, this course is an internship with a skilled teacher who practices contemplative preschool education. Interns practice and are trained for the skills of teaching a preschool class. Supervision includes regular meetings with the supervising teacher, the teaching team, and the program director. Open to program students only.
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ECE 480 Administration of a Child Care Center - 3cr - Annette Crawford and Gene Hooley
This course covers all aspects of operating a child care center. Including start-up costs, working with licensing agencies, marketing, developing a budget, hiring, enrollment, and operations. We look at staff qualifications, benefits, development, and retention. Working with parents in the enrollment process, parent/school relationships and creative problem solving are discussed. We explore leadership styles, issues which affect administrators, and ways to advocate for children and families. Attention is focused on ways to cultivate nurturing relationships among children, staff, and parents. The contemplative practice of Ikebana flower arranging is also included. Brief reviews of the types of centers, family child care, and specialized programs are included. Special attention is given in the class to meeting the nutritional needs of young children.

ECE 499 Independent Study - 1-3cr - Faculty

ECE 500 Emotional and Social Learning - 2cr - Shelley Kessler
As educators become more aware of the need to foster emotional and social capacities in students to enhance both health and learning, teachers are looking for tools for inviting the heart and spirit in to the classroom. Using play, ritual, stillness, art and community building -- an integrated approach originally developed for the Mysteries Program -- this course will provide a methodology for working with feelings and with the yearning for meaning and connection among youth. Teachers of all subjects and grade levels will learn ways to help students clear their minds and open their hearts to learning. We will also explore the rationales for "emotional literacy" and spiritual development in secular education and work with the "Teaching Presence" -- the personal atmosphere of the teacher that allows for safe and effective exploration of feelings, values and goals in the public arena of the classroom.

ECE 550 Holistic and Contemplative Teaching - 3cr - Richard Brown
During this course, we encounter some of the most important holistic and contemplative approaches to teaching young children. The study focuses primarily on the Shambhala, Waldorf and Montessori traditions. On-site observations are done in preschools which use these approaches. We explore and compare these traditions to enhance our development as teachers. In this process we begin to incorporate personally meaningful aspects of these traditions into our own emerging and unique teaching styles.

Ecology (ECO)

Courses in this discipline are offered by the Environmental Studies Department.

ECO 499 Independent Study - 1-3cr - Faculty

ECO 500 Water Quality and Watersheds I - 1.5cr - Chuck Patterson
The streams of the Boulder Creek watershed are its arteries, carrying the water that is vital for all life. Learning about the watershed and working for its health are part of one’s larger identification with the community of life dependent on it. Water is also the most likely object of intense political conflict in the coming decades. The critical decisions that must be made in the next several years involve changing our approaches to living rivers. This course will include historical background and water law, ecological knowledge about waterways, practical skills (data collection and analysis, water quality monitoring, watershed health analysis), and case studies of restoration efforts. Come home to where you are and dwell knowledgeably and caringly in the Boulder Creek Watershed. Prerequisite -- Environmental Studies major, or instructor permission. Environmental Studies majors have priority. Course will be structured so that students with differing backgrounds can learn at appropriate levels. This course is for 3 cr. hr., over two semesters -- 1.5 cr. hr. per semester. Commitment must be made to both semesters.

ECO 510 Basic Field Ecology - 3cr - Jane Bunin
A field course in its entirety, this class is designed to explore the grassland, montane, subalpine, and alpine ecosystems of the Boulder bioregion. Key ecological principles are illustrated, discovered, and explored through observing actual field conditions. The course takes advantage of the “serendipity” of nature as it presents surprises and illuminates examples. Students carry out individual field projects and present their results to the class.

ECO 520 Cold Ecology - 3cr - Jane Bunin
A significant portion of this course will be in the field during the winter months. The course will be an in-depth exploration of the cold adaptations of the grassland, montane, subalpine, and alpine ecosystems of the Boulder Bioregion. Key ecological principles will be observed in action through observations in actual field conditions. Students will carry out individual field projects. Winter outdoor skills will be taught sufficient to assure safety while snowshoeing and camping. Prerequisite: ECO 510 or permission of instructor.

ECO 550 Water Quality and Watersheds II - 1.5cr - Chuck Patterson
This course is a continuation of ECO 500.

ECO 560 Global Ecological Issues - 3cr - Jane Bunin
A seminar with open discussions on current global and national environmental issues. Outside discussants will be included from time to time. Organized around Earth, Air, Fire, and Water the course will highlight the role each of these plays in ecosystems, and the ways in which each is affected by impact. Students will research and report on specific topics, chosen with the guidance of the instructor.
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Environmental Studies (ENV)
Courses in this discipline are offered by the Environmental Studies Department.

ENV 300 Nature, the Sacred and Contemplation - 3cr - Forrest Ketchin
The pure, mindful experience of Nature often leads to a personal, emotional relationship with Nature. Some people refer to this kind of relationship as spiritual, sacred, or mystical. This course explores the individual, cultural, and contemplative dimensions of such a relationship. This exploration integrates experience and contemplation outdoors with: teachings about Nature from major contemplative traditions, ecological knowledge, and observations as a naturalist. The course includes a solo contemplative experience in Nature, fostering a personal encounter with the Sacred, and offering skills that are helpful in any situation of change, challenge, and stress. A four day weekend is a required part of the course. Required for Environmental Studies majors.

ENV 320 Ecology and Evolution - 3cr - Chuck Patterson and Faculty
An introduction to the ongoing evolutionary journey of matter and energy as it manifests as life on this planet. Through classroom work and field trips to the diverse ecosystems of our own bioregion, fundamental ecological concepts such as: energy flow, nutrient cycles, food webs, population growth, biodiversity, adaptation, carrying capacity, ecological succession, symbiosis, and interdependence. Students are exposed to general theories of physical evolution of life and genetic evolution of populations. The course explores strengths and limitations of the scientific method as an investigative tool. It also seeks to foster an appreciation for the richness and diversity of the ecosystems in which we live. Required for Environmental Studies majors.

ENV 340 Garden World - 3cr - Bob Howard
This course provides an overview and an introduction to gardening. We study botany, ecology, garden history and design to lay a solid foundation for the practical how-to of garden making, with emphasis on a natural, organic approach. Practical demonstrations at Hedgerow Farms provide experience in practice skillful gardening, including how to dig a bed, sow seed, water, and cultivate. Observation of nature's cycles in the garden is the basic practice and true art of garden work. Required for Environmental Studies majors.

ENV 480 Senior Project - 1-3cr - Faculty
Meet with your Environmental Studies Advisor. Required for Environmental Studies majors.

ENV 499 Independent Study - 1-3cr - Faculty

ENV 500 Human Systems and Evolution - 3cr - Forrest Ketchin
Almost everyone has an explanation of how civilization got to be the way it is, including its relationship to Nature. This course will explore the story of humans dwelling in ecosystems as animals, and how our species co-evolved with ecosystems and larger environmental factors. We will explore whether cultures are kinds of natural systems, or so different in kind as to be un-natural. We will begin in deep time with the emergence of our distant relatives, trace the unfolding of the kind of consciousness we call "human", its relationship to the brain, to language, and the Sacred. Finally, we will discover the origins of culture, and follow that story to the present. Discussion of the current ecological crisis and the requirements for ecologically sustainable societies will be grounded in an in-depth study of the subsistence patterns of selected cultures. Prerequisite: ENV 320, or permission from instructor. Required for Environmental Studies majors.

ENV 510 Exploring Our Sacred Environment Through the Eyes of Indigenous High Plains Cultures - 3cr - Eagle Cruz
The Native American view of spirituality is summarised in the Lakota expression "mitakuye Oyasin", "all my relations". People, animals, plains, mountains, streams are all related as one family on earth - and human beings are dependent on both spiritual and physical aspects of nature for our well-being. Ceremonial methods are a means of expressing gratitude for and strengthening nature's lessons. We work with dance, song, dreamwork, Native American counseling methods, and ways of learning about handling one's gifts - one's "medicine". All ceremonies in this course are without fee and guests may attend. Required for Environmental Studies majors.

ENV 520 Deep Ecology in Context - 3cr - Elizabeth Roberts
An introduction to Deep Ecology in historical and cultural context, especially with regard to various "eco-philosophies", and environmental ethics. The ecological wisdom of traditional societies and the ethical teachings of the world's religious traditions assist us to look beyond the human centered ethic of modern industrial and post-industrial societies. Students will have opportunities to foster a "greening" of self, and to explore personal commitment to the healing of the human and nature relationship. Prerequisite: ENV 320. Required for Environmental Studies seniors.

ENV 530 Environmental Problem Solving - 3cr - 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 unpublished information sources. Further emphasis is placed on skillful synthesis 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 complete a project involving a local environmental problem of their own choosing. Prerequisite: Senior standing or consent of instructor. Required for Environmental Studies majors. May be taken in lieu of Senior Project.

ENV 540 Contemplative Environmental Engagement - 3cr - Faculty
Major religious traditions, including the sacred traditions of preliterate societies, teach that humans are to care for, nourish, and protect "Creation", meaning the natural world including humans. As we explore the
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contemplative mandates for environmental and social action, we will examine skillful, effective, and compassionate means of communication and engagement. Each student is encouraged to find personal expression of effective engagement with environmental issues. Personal and team projects will be a part of the course. Required for Environmental Studies seniors.

ENV 550 Sustainable Communities - 3cr - Bob Howard and Faculty
This course explores the concept of sustainability from these 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 today’s industrialized cultures. Each year, students work as a team to design a potentially sustainable community, for a specific location, within a designated bioregion. Prerequisite: Senior standing or consent of instructor. Required for Environmental Studies majors. May be taken in lieu of Senior Project.

ENV 560 Summer Environmental Leadership Intensive I (Summer 1996) Personal and Societal Transformation - 4cr - Faculty
This intensive will focus on the interaction between personal and societal forces. Each will be viewed as an expression of the other. As a microcosm of the socio/cultural reality, individual integrity and transformation are essential to effective and ethical leadership, and therefore to societal transformation.

ENV 570 Summer Environmental Leadership Intensive II (Summer 1997) The Blind Ones and the Elephant - 4cr - Faculty
The title of this event, "The Blind Ones and the Elephant" comes from the ancient parable about the four blind, wise ones who examined the same elephant from different directions. Each one accurately described certain aspects of the elephant, but none succeeded in comprehending the whole. The parable illustrates the notion that all of us know some part of the truth, but none of us the whole truth. Only by "standing in each other's shoes", sharing our different perspectives and opening ourselves to the visions of others, can we understand the larger picture. The intensive will bring together a group of leading thinkers, scholars, and visionaries of the "sister ecologies" -- Ecology as a natural science, Deep Ecology, Social Ecology, Ecofeminism, Ecojustice, Ecopsychology, Ecological Economics, and so forth. This group will engage in an in-depth dialogue about our current environmental and social problems in a formal and supportive environment. The issues will be examined in a system-wide context and the possibilities of working together to develop solutions will be explored. Students will be actively involved with esteemed guests in a variety of ways.

ENV 580 Summer Environmental Leadership Intensive III (Summer 1995) A Deepening of Wisdom - 4cr - Forrest Ketchin, Eagle Cruz, Elizabeth Roberts, with Anne Waldman, Andrew Schelling, Peter Warshall, Simon Ortiz, and Karl Grossman
As planetary citizens we face difficult ethical choices requiring major changes in all realms of human experience including: political, economical, spiritual, societal, and cultural. Choosing wisely demands the courage to engage issues of all scales through a deepening of personal and cultural wisdom as gained from the natural world. Clearly, a new model of leadership is called for. Such leadership requires a variety of skills. (Each annual summer Environmental Leadership intensive will explore a different set of skills and concepts). "A Deepening of Wisdom" will focus on two of these skills. The first will be the council process of consensus building, and will draw from a variety of cultural models, particularly from the Lakota tradition. The second will be writing, and will engage participants in a variety of activities intended to further develop their writing skills. Participants will have the opportunity to explore a writing style appropriate to their individual and personal situations. Each participant will have an opportunity to write about issues, places and situations on a local and/or a global scale. Writing workshops and exercises will be led by our guest faculty, four distinguished environmental writers. High Plains Nature traditions, Psychology, Deep Ecology and Ecology all provide teachings that set us on the path of a deepening of wisdom and demonstrate a new model of leadership. For example, the common usage of the word "environment" is misleading. Often we conceive of human/social issues as different from environmental ones, even placing them in opposition to one another. In contrast the natural world teaches us that humans are not separate from their environments. If we are to train wise, just and compassionate leaders we must surrender illusions of separateness and opposition.

ENV 600 Shambhala Meditation for Environmental Leaders I - 2cr - Rayard Cobb
"Your own wisdom as a human being is not separate from the power of things as they are." (Shambhala, p. 103)
The Shambhala tradition is a secular approach to meditation. By experiencing our minds without analysis, reinforcement or rejection, the way is cleared to relate directly with the phenomenal world. Being beyond bias allows us to problem solve directly and creatively. If we open our eyes and see without agenda, we can access the power of the natural world, not in terms of conquering or being conquered, but by being "in cahoots" with it. Meditation is a way of bringing the clarity of wilderness mind back home. Weekly talks will provide thorough training in meditation practice and its relationship to directly perceiving the natural world. This course is required for all students enrolled in the Masters in Environmental Leadership program. The course covers Fall and Spring semesters and a commitment to both semesters is required. Only open to students enrolled in the MA in Environmental Leadership.

ENV 620 Human and Nature Contract I - 3cr - Forrest Ketchin, Eagle Cruz, and Others TBA
This course is designed to complement ENV 630. It will offer an in-depth immersion in the systems approach to understanding the human species in relation to Nature. We will explore the interactions between cultural systems and ecosystems. Our approach will be to chart the parallel changes in cultural systems and their relationship to the natural environment. We will begin at the earliest moment of human biological evolution, travel to the first moments of culture, and come to the present, thus including six strands: Physical and Cultural Anthropology,
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History, Environmental Ethics, Political Science, Ecology, Economics, and the personal/contemplative. Of central importance will be the long story of human ethic towards the natural environment. Open only to students enrolled in the MA in Environmental Leadership.

ENV 621 Engaging Issues Beyond Dichotomies Sept. 14 - 18, 1995 - 1.5cr - Keynoter Orea Lyons; Elizabeth Roberts, Etta Amidon, Forrest Ketchin, and Eagle Cruz
This intensive will focus on shifting from a dualistic world view to a holistic one that reunites seeming dichotomies, understands the complexities of apparent paradoxes, and finds opportunities for personal and societal transformation in the resolution of conflict. The approach to conflict will rest upon the assumption that there is a common ground for survival based on an understanding of the whole. We will focus on theory and skills needed for engaging environmental conflicts in a wise, just, and compassionate manner, including the council process, mediation and environmental dispute resolution. Through a systems view of problem solving, leadership, and group process we will move from problem to holistic solutions, to action. This Intensive is included as part of the two core courses in the MA in Environmental Leadership program and therefore is required for students enrolled in that program. The Intensive will last four days, beginning with an evening keynote lecture - open to the public for a fee. The following two days will be open to MA students from other college campuses, and to invited professionals. The following two days will be open only to students enrolled in the MA in Environmental Leadership. The Keynote Lecture and the first two days can be taken for 1.5 credit hours by MA students at other campuses and in other MA programs at Naropa.

ENV 630 Transforming Systems I - 3cr - Forrest Ketchin, Chuck Patterson, and Faculty
Living Systems theory will be explored for its contributions to environmental and social theory as a model for active engagement with the crucial issues of our time. Learning will center on the understanding and application of information and key concepts. The structure will be provided by six interwoven strands, each drawing upon information, theory and application: the socio-cultural, the ecological, the spiritual, the political, the economic, and the personal/contemplative. Theory will be anchored in lived experience through personal and group process work, field learning in the social and natural sciences and problem solving. Particular attention will be given to how systems of all scales transform into new systems, leading to an exploration of social and cultural change processes. Students will have responsibility for designing and working collaboratively on an original project. Open only to students enrolled in the MA in Environmental Leadership. 6 cr. hr. over two semesters, 3 per semester. Commitment must be made to both semesters.

ENV 631 Engaging Economic Issues Nov. 3 - 7 - 1.5cr - Hazel Henderson, David Haenke, Forrest Ketchin, and Eagle Cruz
This Intensive will focus on global economic issues and social/environmental problems. The relationship between global economic systems and bioregional realities will be examined, always with the assumption that societal problems are not separable from environmental ones. The impact of economics at the global scale on local issues will be addressed, along with sustainable development, ecological economics, questions of centralization and de-centralization, and economies of scale. Of central importance will be the leader's skill in engaging the issues. This Intensive is included as part of the two core courses in the MA in Environmental Leadership program and therefore is required for students enrolled in that program. The Intensive will last four days, beginning with an evening keynote lecture - open to the public for a fee. The following two days will be open to MA students from other college campuses, and to invited professionals. The following two days will be open only to students enrolled in the MA in Environmental Leadership. The Keynote Lecture and the first two days can be taken for 1.5 credit hours by MA students at other campuses and in other MA programs at Naropa.

ENV 640 Deep Ecology of Wilderness Experience - 3cr - Elizabeth Roberts
This course integrates rigorous experiential work with group process and contemplative practice to examine personal and communal wilderness experiences. Its focus is an eight-day wilderness trip built around direct contact with nature, ritual, and meditation practices. There is a three-day period of solitude with the option of fasting. Views from deep ecology, ecopsychology and earth-centered spirituality provide important support for the field trip. The course encourages a deep connection to wild nature, your life journey, and your community of fellow students. It fosters both a sense of leadership and of belonging to community. It creates opportunities for experiencing our essential interconnectedness. Requirements include some outside reading, attending both pre-trip meetings, reflection on your experiences, and active participation in all phases of the class—preparation, field trip and debriefing. A paper integrating the readings, personal experience and meaning for leadership is required. Wilderness backpacking, solitude and fasting entail some objective physical dangers. Out primary concern is safety. Previous wilderness experience is not necessary, although students should be in good physical condition. There is a $200 lab fee for this trip, in addition to regular tuition and fees. This additional fee covers the cost of guides for the field trip. This course is open to entering M.A. Environmental Leadership degree students only. If you haven’t already done so, send your name and mailing address to Mark Wilding, The Naropa Institute, 2130 Aapaloosh Ave., Boulder, CO 80302, so we can send you necessary information in preparation before the first meeting.

ENV 650 Shambhala Meditation for Environmental Leaders II - 1cr - Bayard Cobb
This course is a continuation of ENV 600.

ENV 660 Environmental Issues and Indigenous Peoples of the Western U.S. - 3cr - Faculty
This course will combine an exploration of teachings from several Native American groups relevant to creating a harmonious relationship between the natural world and an examination of the environmental problems facing contemporary indigenous peoples of the western U.S. As in other parts of the world, dangerous mines, toxic waste, water pollution, water rights, human and ecosystem ill health, bombing ranges, and other kinds of desecration to sacred lands are all present on and near reservations. This course examines the roots and present conditions involved in several specific examples. Students will engage in research through both readings and interviews in order to be
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able to engage the issues in informed and sensitive ways. Prerequisites: NAM 550, or program student in MA in Environmental Leadership.

ENV 670 Human and Nature Contract II - 3cr - Forrest Ketchin, Eagle Cruz, and Others TBA
This course is a continuation of ENV 620.

ENV 671 Engaging Justice Issues - 1.5cr - Forrest Ketchin, Eagle Cruz, and Others TBA
This intensive will focus on three major aspects of justice issues. The first is justice for all beings. The second is environmental justice, or the relationship between environmental issues. The third is ethnicity/race in environmental organizations. Of special interest here will be contemporary issues of Native North Americans, supplemented by other examples including Hispanic, and Afro-American. Participatory research will be explored as means of community empowerment in resolving local and regional issues. Organizations of all sizes, as well as communities and nations, face justice issues. Holistic approaches in relation to scale will be emphasized. Justice issues will be viewed as wholes requiring the integration of many perspectives, needs, and solutions.

ENV 680 Transforming Systems II - 3cr - Forrest Ketchin, Chuck Patterson, and Others TBA
This course is a continuation of ENV 630.

ENV 681 Leadership and Contemplative Mandate - 3cr - Keynote: Sulak Sivaworks; Forrest Ketchin, Eagle Cruz, and Joanna Macy
This intensive will focus on the mandate for leadership found in a variety of contemplative traditions. This shared mandate suggests a practical and highly effective approach to leadership that frames an ethic based on service and compassion, justice, and an understanding of the whole. The spiritual and ethical roots of this mandate offer a source of renewal for leaders and organizations. As we explore this source of renewal we will not forget to examine the dangers inherent in doctrine. The tenets of the contemplative mandate, so vital to the needs of our times, are remarkably similar to the principles found in systems science and indigenous spiritual traditions.

ENV 699 Independent Study - 1.5cr - Faculty

ENV 700 Environment and the Political Process - 2cr - Faculty TBA
This course will examine traditional assumptions about the value and use of natural resources through-out history. It will look at how these views influence society's relationship to the natural world, and how political process can be a tool for either the misuse or stewardship of the environment. Political and economic systems that effect environmental policies will be examined, through a detailed examination of the policy process.

ENV 720 The Art and Ethics of Leadership I - 3cr - Faculty
This course will focus on refining leadership. The qualities emphasized will be wisdom, justice, and compassion. Four areas will form the structure for exploring this redefinition: (A) Leadership and Creative Responses to Conflict; (B) Leadership and Organization Building; (C) Understanding and working within corporate culture; (D) The sociology of organizational change; (E) Building and empowering multicultural teams; (F) Evaluating technologies and research data, and overseeing environmental audits; (G) Contemplative practice as a source of holistic understanding.

ENV 721 Building Effective Teams and Coalitions - 1.5cr - Faculty
A partner Leadership Intensive to ENV 621.

ENV 730 Culture and Nature Partnership I - 3cr - Faculty
This course will be organized around the themes of EARTH, AIR, FIRE, WATER, and SPIRIT. Each will balance human and ecological aspects of an issue having to do with one of these five. We will explore success stories and apparent failures in an effort to learn how to foster a true partnership between humans and ecosystems. Much of this course will be conducted in the field. Students will learn observation and research skills in cultural systems and ecosystems. Specific restoration projects will engage students in applying these skills. We will investigate the ecological and anthropological information provided by the structure and function of landscape and what it tells us about the past and future of the ecosystems involved. We will explore the new and somewhat controversial fields of restoration ecology and conservation biology, especially their role in assessing current knowledge about recovery of disturbed ecosystems. This exploration will raise poignant and timely ecological and ethical issues about human intervention in complex natural systems. Equal attention will be given to understanding rural and urban settlement and recovery patterns. We will discuss the meaning of "place-centered" solutions and the involvement of community members in both research and implementation. We will study and practice mapping skills for different aspects of the human affected eco-system, such as watersheds and bioregions, energy, water and waste-flows, and social and political information networks. Equally important will be knowledge and sensitivity about the formal and informal power relationships that affect community life. We will look at roles and responsibilities of neighborhood associations, city and town councils, planning boards, corporations, State and Federal bureaus, and legislatures. An important teaching tool will be the use of case studies as the basis for evaluating the successes and failures of different approaches to working with these various institutional levels of hierarchy. This exploration will include the ways multi-cultural and multi-ethnic factors influence solutions to problems.

ENV 731 Organizations, Local Economies and Environmental Issues - 1.5cr - Faculty
A partner Leadership Intensive to ENV 631.
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ENV 740 Macro Analysis: Global Economics - 3cr - Faculty TBD
This course explores the global political and economic context in which decisions affecting the health of the natural world and its peoples are made. We will analyze the linkages between the development activities of the industrialized nations and global organizations such as the World Bank and the poverty and ecological degradation of the third and fourth world nations. We will look at several models of "ecological economics", clarify the meaning and controversy over global trade agreements such as GATT and the NAFTA. Students will be asked to analyze a particular international issue (such as China's turn toward capitalism or the international rain forest movement) in light of its short and long term environmental and socio-political effects.

ENV 770 The Art and Ethics of Leadership II - 3cr - Faculty
This course is a continuation of ENV 720.

ENV 771 Restoration and Sustainability - 1.5cr - Faculty
A partner Leadership Intensive to ENV 671.

ENV 780 Culture and Nature Partnership II - 3cr - Faculty
This course is a continuation of ENV 780.

ENV 781 Leadership: Burnout and Renewal - 1.5cr - Faculty
A partner Leadership Intensive to ENV 681.

ENV 800 Internship Placement I - 1-4cr - Faculty
Internships are to be designed by the student in consultation with faculty. The purpose is to offer a block of credits which students may use to focus and specialize their degrees through jobs, active projects, applied research, courses focused at specific topics, and so on.

ENV 820 Internship Placement II - 1-4cr - Faculty
This course is a continuation of ENV 800.

ENV 840 Internship Placement III - 1-4cr - Faculty
This course is a continuation of ENV 820.

ENV 850 Internship Placement IV - 1-4cr - Faculty
This course is a continuation of ENV 840.

ENV 880 Master's Thesis Seminar - 3cr - Faculty
This course provides faculty guidance to students engaged in writing a traditional research thesis.

ENV 881 Master's Paper/Project Seminar - 3cr - Faculty
This courses provides faculty guidance to students engaged in writing a report or paper reflecting an internship or project.

Foundation Year (FND)
Courses in this discipline are offered by the Foundation Year Department.

FND 150W Prior Learning Assessment - 1cr - Faculty
This course provides students with guidelines for preparing a portfolio, which documents knowledge and skills equivalent to college course work. Once students complete FND 150W, they work independently to prepare a Prior Learning Portfolio, which includes narrative essays and documentation/verification of prior learning experience. An interview with the faculty coordinator of Prior Learning Assessment is required to determine the student's eligibility for prior learning credit.

FND 200 The Naropa Seminar - 3cr - Des Joy Coulter
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 experimental exercises with guest faculty, class discussion and written work.

FND 248 Coming to Voice - 8cr - Candace Wolworth
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 whet our appetite for the unfamiliar. We explore metaphors we live by and mysteries of language by tapping into our own stories and inner voices, as well as diving into the rich lore/literature of our own and other cultures. Lee Worley, director of Theater Studies, will join us as guest instructor for three weeks during the semester, introducing experimental exercises that evoke basic presence, body awareness, and the spoken word.

FND 230 Great Works - 8cr - Candace Wolworth
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 scrutinize not just what they
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read, but how they read. Guest 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.

FND 250 Writing Practicum - 3cr - Candace Walworth
This writing workshop is intended for students interested in a vigorous weekly workout 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. Expect 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.

FND 280 The Greeks, the Goddess and Us - 3cr - Silvina Farnell
This course examines the origins of Western Civilization and whether it began in Ancient Greece. Was Greek civilization decisively influenced by a Goddess culture, which was defeated but not destroyed? In this course, we read an authoritative account of Ancient Greece and its antecedents by a traditional scholar, and a contemporary feminist account, balancing "her story" against "his story." We read central primary texts, plays, 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.

FND 270 Metacognition Seminar: Awakening the Scholar - 1.5cr - Dee Joy Coulter
This course is a journey into scholarship. It begins by awakening curiosity, then engages in an in-depth exploration of memory. Building on that we will work with basic cognitive skills and creativity. The course closes with a consideration of context as an organizing principle beyond reason.

FND 299 Independent Study - 1/3cr - Faculty

Horticulture (HOR)

Courses in this discipline are offered by the Environmental Studies Department.

HOR 499 Independent Study - 1-3cr - Faculty

HOR 500 Landscape and Garden Design - 3cr - 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, stone and wood construction, irrigation, and design principles. Students learn to create a landscape design tailored to their own garden, and practice drafting, sketching and lettering for a blueprint plan. Experience with these skills takes place in the context of an introduction to the history of landscape and garden design. Students examine slides and videos of historically important gardens, and visit local gardens.

HOR 510 Small Farm Management - 3cr - Faculty
This class is designed to provide the know-how to operate profitably a diversified market garden farm. It covers all essential aspects such as equipment, land preparation, cultivation, and marketing of produce from early spring through fall. Field days are spent at local organic farms.

HOR 520 Vegetable Garden - 3cr - Bob Howard
An introductory course on organic vegetable gardening. Topics included are garden ecology, plant selection, garden design, composting, plant propagation, and crop rotation.
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Interarts (IAR)
Courses in this discipline are offered by the InterArts Department.

IAR 340 Introduction to Improvisation - 2cr - Diane Butler and Mike Vargas
Studies in improvisation provide a basis for InterArts studies through explorations focused on the development of presence, awareness of the present moment and spontaneous creative play. Undergraduate students are invited to explore the myriad possibilities generated through improvisational structures in movement, theater, writing, voice and sound. Participants will develop powers of observation and the ability to make creative decisions quickly, appropriately and precisely given a variety of improvisational contexts. Solo and ensemble investigations support the emergence of a personal creative vocabulary and provide some fundamental concepts and skills for collaborative process. This is a basic skills course and is open to all undergraduate students.

IAR 350 Contemplative Dance Practice: Body/Mind Awareness - 1cr - Barbara Dilley
Contemplative 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 what is occurring and the constant invitation to return to the present moment, our creative energy is synchronized with mind and body. Sessions will include sitting meditation, personal warm-up, improvisation disciplines, open space and group discussions. Participants will continue the practice on select weekends. Grading is on a pass/fail basis.

IAR 355 History and Contexts of Contemporary Arts I - 2cr - Diane Butler
This course will be an examination of the theories and practices of contemporary artists in music, theater, dance, visual arts and interdisciplinary performance. Each meeting will feature a presentation on the work of an artist or group of artists of the late twentieth century. Readings from recent performance criticism will introduce theoretical and historical contexts within which the artist's work may be viewed. Class discussion will concentrate on the dialogue between theory and practice with a special emphasis on developing a vocabulary for defining the creative process. Guest speakers and field trips will put us in contact with the cultural community of Boulder/Denver. The dance module satisfies dance history requirements for the Dance Therapy Track in BA InterArts Studies.

IAR 360 Historical Contexts in Contemporary Arts II - 2cr - Diane Butler and Barbara Dilley
No prerequisites. Students seeking fulfillment of the Dance History requirement in the BA dance Therapy track should take IAR 355 in the fall.

IAR 370 Theater Design and Production - 2cr - Carol McDowell
"All space is constrained 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 improvisational space, light, and sound studies class members will discover and develop the basic principles of theater design and its relationship to performance. Emphasis will be placed on the effective use of simple ideas and the development of a language for collaboration. Each student's final project will consist of a light or set design for a work in the Student Arts Concert or filling the role of producer, stage manager, master electrician or sound operator for a production within the term. Highly recommended for InterArts Studies students or those interested in performance production.

IAR 380 Creative Process Improvisation - 8cr - Barbara Dilley and Lee Worley
Improvisation cultivates awareness in relation to personal and interpersonal creative expression. Class work will include physical and vocal warm-ups and explorations of improvisational structures in solo and group forms. Through a combination of structures and spontaneity, students will investigate improvisational tools for the generation of creative inspiration and performance material. Open to InterArts Studies and Interdisciplinary Studies with arts emphasis.

IAR 410 Creative Process: Guest Artist - 2cr - Keith Terry / Body Music
In this week long workshop students from varied artistic disciplines are invited to explore the unique genre of body music as it has been developed by internationally acclaimed guest artist Keith Terry. Taking the body as a musical instrument; students explore rhythmical material including vocalizing, sounding, clapping, snapping and stepping sourced in music from around the planet. Polyrhythms, polymeters, crosspulsing and phasing ad dimension and complexity to the work. This workshop is highly recommended for all InterArts Music, Dance, and Theater track students and is open for elective credits.

IAR 420 Creative Process: Composition - 6cr - Diane Butler, Barbara Dilley, and Mark Miller
This course offers interdisciplinary perspectives on the generation of material for performance work. Students will be encouraged to experiment with the full range of artistic expression including movement, text, music, costume, sets, and environment. Explorations will be based on individual and collaborative activities. This course will be co-taught by InterArts Faculty.
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IAR 430 Creative Process: Performance Study I - 1.5 cr - Diane Butler, Barbara Dilley, and Mark Miller
This course is a two semester senior seminar for InterArts Studies and Interdisciplinary students with an emphasis in performance and prior experience in creative process. Seminar presentations will include topics related to creative process, exchange of information, and student presentations on research and personal investigations. Faculty from various disciplines will provide guidance in developing performance projects, peer group support, and critique skills. Students will then engage in independent studio time and works-in-progress showings as works begin to evolve. Projects will be presented in Collegehouse, Salon, Arts Concerts, Garuda Theater, or community outreach activities. Non-performance projects in research, pedagogy and training process are appropriate.

IAR 450 New Repertory: Performance Project II - 2 cr - Polly Motley and Molly Davies
InterArts Studies will host guest artists Polly Motley and Molly Davies in the development of a new performance work with students which explores intermedia compositional forms. The work will include set building and the development of installed environments towards the creation of a performance environment improvisational forms based in movement and voice, and formal arrangements. Advanced performers and visual artists are invited to collaborate with faculty in the pilot project of this new work. Additional rehearsals may be scheduled prior to performance.

IAR 470 Creative Process: Performance Study II - 1.5 cr - Diane Butler, Barbara Dilley, and Mark Miller
A continuation of IAR 430. Prerequisite: IAR 430 or permission of the department.

IAR 499 Independent Study - 1-3 cr - Faculty

Gerontology and Long-Term Care Management (LTC)
Courses in this discipline are offered by the Gerontology and Long-Term Care Department.

LTC 570 Working With Elders in Dance and Theater - 2 cr - Jeffrey D. Bliss, C.S.W., and Lucien Wulsin
This is a two-week course of learning, discovery and practice in the expressive arts and group process approaches, for more mature adults. The scope of the course is for persons interested in working with elders, learning the theory and practice of how elders communicate through and with their bodies. Classes are held afternoons Thursday through Saturday. The first weekend includes classroom learning integrated with actual experience. The second weekend includes expanded learning and working with elders. It includes assessment, monitoring, performing, and evaluation.

LTC 680 Death and Loss as Opportunities for Healing - 1.5 cr - Victoria Howard and Guest Faculty
In this two-weekend workshop, we will create a community in which the issues of death, dying, loss and bereavement can be explored openly and in depth. A variety of faculty, from Hospice nurses to Native American healers, will present information, share experience and perform ritual to facilitate personal healing for all participants.

LTC 600 Psychological Tasks of Aging - 4 cr - Victoria Howard
This course covers the social, psychological, cultural and spiritual aspects of aging. Aging is presented as a psychological and physical situation common to us all. By making friends with where we are in the human life cycle, including our experience of impermanence and loss, we are able to enter the world of the older adult. Through lectures, contemplation exercises, writing, reading, discussion and field work, students explore issues of aging common to their personal families, community and culture. Involvement of local seniors is an integral part of the course.

This course surveys theories, strategies, and styles of management. An understanding and analysis of each topic is offered through lectures, classroom discussions, team simulations and case studies. The course also covers styles of leadership, management process, and the development of communications skills for long-term care administrators. Health care organizational structures and behavior are presented in terms of medical, psychosocial and integrated (patient-oriented) models.

LTC 620 Long Term Care Delivery Systems - 2 cr - Nancy Ceridwyn
This course explores the range of treatment strategies and settings for providing long-term care. The history and future of nursing homes, home care and other community-based alternatives are discussed from a continuum-of-care perspective. Major sources of financing and other long-term care policies are introduced.

LTC 630 Principles of Accounting - 2 cr - Sue Evans
This course is designed to provide students with an understanding of the principles of accounting and their application to the long-term care facility setting. The course familiarizes students with managerial and financial accounting terminology and practices, and provides instruction in the preparation and use of income statements, balance sheets and statements of cash flows. Preparation of operating and capital budgets are discussed in detail, as well as the utilization of financial data 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.
Courses

LTC 640 Concepts of Health and Disease - 2cr - Bette Hadler
This course will view how and why we age. We will review past theories as well as current ones. We will examine not only how our biological systems change as we grow older, but also how we relate to ourselves and our world. We will examine some of the myths regarding aging and how health is experienced, regardless of the presence or lack of disease. Students will become familiar with terminology that arises around issues of health and disease so as to become more able to communicate with health professionals in the long-term care environment.

LTC 650 Therapeutic Approaches to Long Term Care - 3cr - Victoria Howard
This course explores the relational and group dynamics that underlie caregiving and management situations. An environmental approach to caregiving is emphasized. Principles of therapeutic community, interdisciplinary teams, and group dynamics are presented and discussed. The technique of basic attendance is introduced as the fundamental attitude that underlies all our interactions with clients, family members and other caregivers. Students examine the structure and function of a caregiving team with emphasis on the way in which a team builds a nurturing circle of support and protection for the client.

LTC 660 Models of Long Term Care - 3cr - Lucien Wulsin and Faculty
This course provides a focus for the discussion of specific issues facing community managers in long-term care facilities and facilities management solutions to these issues. During the first part of the semester, models for facilities management are described in terms of their relative impact on costs, resident outcomes, staffing, and community goals. In subsequent classes, common problem areas are the focal point for evaluating proven and theoretical solutions. Presentations by experienced administrators and a review of current literature serve as the basis for class discussions. Each issue is approached from the perspectives of facility staff, facility owner, resident, resident’s family, and community. Students assess problem areas and determine appropriate management techniques. An integrated or systems approach is emphasized.

LTC 670 Health Care Policy - 2cr - Lucien Wulsin and Faculty
This course offers an overview to health care and long-term care policy, with an emphasis on current issues affecting costs, access and quality of care, and proposals for health care reform. The course also provides an overview to the regulatory structure in long-term care, with emphasis on understanding the Nursing Home Reform Act.

LTC 680 Revenue Sources and Reimbursement - 2cr - Jeff Jerebber
This course surveys sources of revenues for long-term care facilities. Special emphasis is given to a description of the Medicare and Medicaid programs, including their eligibility requirements, benefit configurations, and reimbursement mechanisms. Since Medicaid is the primary source of funds for most institutions serving the chronically ill elderly, the focus of the second half of the semester is on specific elements of Medicaid reimbursement, variations among state Medicaid programs, and proposals for Medicaid reform on the federal and state levels. The course concludes with an in-depth review of cost reporting, the mechanism by which facility reimbursement rates are generated.

LTC 699 Independent Study - 1-3cr - Faculty

LTC 700 Program Seminar - .5cr - James Emery, Kathy Naman, Bette Hadler, and Faculty
This course will help students further explore their experience in the program, issues relevant to current trends in long-term care and give them greater insight into the Internship Program they will be entering during the next semester. This course will allow for the development of closer relationships with the other students in the program as well as the faculty and community preceptors at the internship sights.

LTC 720 Facilities Management - .5cr - Faculty
This course is offered in a weekend format and will involve guest speakers presenting issues of facility design and ongoing maintenance for long-term care facilities.

LTC 730 Banking: Capital Markets, and Finance - 1cr - Lynne S. Katsmann and Lucien Wilson
This course explores options for external financing including commercial banks, investment banks, and the public markets for debt and equity. Various ways of accessing working capital, facilities acquisition, renovation and construction funds are presented in a weekend seminar format. Development and maintenance of relationships with financial institutions are discussed, highlighting relationships with banking institutions. Students are taught how to assess financing needs and how to evaluate the costs and benefits of each financing option. The presentation of materials to potential funders is discussed. Current market conditions are surveyed. The course includes panel presentations, discussions, and case studies.

LTC 740 Human Resources Management - 2cr - Amanda Trosten-Bloom
This course explores the applications of general human resource management principles to long-term care and other health-related facilities. Students learn practical and technical skills to enable them to attract and retain the highest quality staff possible. Activities covered include personnel recruitment and selection practices, staff training and development, employee communications, performance planning and appraisal, employee health and safety, labor relations, compensation and benefits administration, and counseling and disciplining staff. Students also assess their managerial styles based on both their internship experiences and the use of diagnostic instruments. Human resource management principles are then applied to the specific task of motivating and supporting caregiving staff.
Courses

LTC 750 Legal and Ethical Environments of Long-Term Care - 2cr - Bette Hadler and Attorneys from Miles and Epstein, P.C.
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, guardianship laws, privacy and confidentiality, and intentional and unintentional torts with specific emphasis on the potential liabilities of health care professionals and administrators. The course also focuses on ethics of health services management.

LTC 760 Community Relations and Marketing - 2cr - Elisabeth Borden
This course includes a general overview of community relations and marketing. Community relations are viewed broadly as fully integrating the facility and its residents into the community and making full use of community resources. The course addresses the definition of community in terms of resources and expectations, and presents an overview of community programs, organizations, agencies, and other opportunities serving older people and their families. Advocacy skills are emphasized. Students are taught the rudiments of developing a marketing and community relations program including working with the media, advertising, newsletters, presentations, and events. Students are responsible for developing and implementing such a program in conjunction with their internship.

LTC 800 Professional Seminar - 1-1.5cr - James Emery, Kathy Naman, and Bette Hadler
This seminar continues through all but the final semester of the AIT internship, when it is replaced with the Master of Arts Paper Seminar (description follows). It provides an opportunity for students to discuss experiences in their internship placements with faculty from both the therapeutic and management courses. The emphasis is on applying principles taught in the content-oriented courses to specific issues and challenges experienced by students at their internship sites. Specific techniques are offered for organizing student observations and descriptions of administrative, organizational, and therapeutic activities. The course offers one and one-half (1.5) credit hours during the spring semester and one credit during Summer term. The number of credits taken depends on the semester and course schedule option the student selects.

LTC 850 Administrator-In-Training Internship I - 3-4cr - James Emery, Kathy Naman, and Bette Hadler
Students are placed in long-term care facilities in the Boulder/Denver area. During the first part of internship, students rotate through the various patient care and support service departments of the facility. Subsequently, interns take on more management-oriented tasks under the direction of the facility administrator, who serves as the preceptor. The internship is usually an average of 20 hours per week, on site, at the facility. The number of credits taken depends on the semester and course schedule option the student selects: 20-month option: 3 credits; 16-month option: 4 credits.

LTC 889 Master's Paper Seminar - 1cr - James Emery, Bette Hadler, and Kathy Noman
Students are required to complete a Master's Process paper and present it to program faculty and students toward the end of the last semester based on their year-long internship.

Music (MUS)

Unless otherwise indicated, courses in this discipline are offered by the InterArts Department.

MUS 300 Music Appreciation - 3cr - Bill Douglas
During this class, we open to the richness, beauty, power, and magic of the world's musical heritage. We concentrate on the development of Western classical music and the history of jazz, but we also discuss music from Brazil, India, Tibet, Mongolia, Japan, Bali, Bulgaria and Africa. Each student receives eight cassettes of highlights from the history of music.

MUS 350 Listening to Jazz - 2cr - Mark Miller
Open to all students, this class explores the multifaceted tradition of African American music in the Twentieth Century including jazz, blues and related forms. By listening to recorded examples and to live music, the historical, formal and improvisational elements of this rich musical tradition is examined.

MUS 480 Senior Seminar - 2cr - Mark Miller
A seminar open to advanced students who have successfully completed MUS 500, MUS 510, MUS 520 or equivalent work. Course content is dictated by student interest and need. Topics may include sight singing, synthetic scales, singing and identifying intervals, hearing and resolving dissonance within various contexts, voice leading and harmonic motion, identification of chord qualities, etc.

MUS 499 Independent Study - 1-3cr - Faculty

MUS 500 Contemporary Ear Training - 3cr - Mark Miller
Through games, drills, singing, and playing, we expand our rhythmic awareness, precision, flexibility, and ear training abilities. Subjects explored include reading rhythms, rhythmic subdivision, hearing intervals, hearing and resolving dissonance, hearing the bottom and middle of chords and identifying chord colors..
Courses

MUS 505 Balinese Gamelan Orchestra - 2cr - I Made Lasnawim
This class provides an introduction to the traditional music of Bali using The Naropa Institute’s gamelan orchestra. Gamelan is a musical form dominated by percussion instruments such as gong, xylophones, drums and cymbals, and is often used to accompany dance, theater or puppetry. The Gamelan orchestra appears in concert at the end of each semester.

MUS 510 Contemporary Ear Training II - 3cr - Mark Miller
This is a continuation of MUS 500. Prerequisite: MUS 500 or its equivalent.

MUS 515 Music of Africa - 3cr - Robert Hall
A drumming course that focuses on the history, fundamental techniques, language and traditional rhythms of the Djembe and Djun Drums of West Africa. The course also embarks on exercises for timing and dexterity. We join the African dance course for a festive performance at the end of the term.

MUS 525 World Drumming - 2cr - Chris Zorn
Students explore the complex rhythms and songs of West Africa, Haiti and Cuba using barrel drums, bells, shakers and other percussion instruments indigenous to those cultures. This "hands-on" class is open to everyone and includes a performance at the end of the term. Offered through Continuing Education.

MUS 530 Improvisation I - 2cr - Mark Miller
Beginning with free music and working very gradually with more complex forms, students explore various means 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 players and singers level of experience.

MUS 535 Jazz Ensemble - 2cr - Khabu Doug Young
The ensemble will rehearse and perform works 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 this broad period of music history. Works of composer/performers such as Louis Armstrong, Duke Ellington, Thelonious Monk, Ornette Coleman, Miles Davis, John Coltrane, and others are represented. Students audition to be placed in an ensemble with those of like interests and abilities.

MUS 538 African Marimba Ensemble - 2cr - Chris Zorn
This is an ensemble class in which we focus on the exciting, interlocking rhythms and melodies played by the Shona people of Zimbabwe. The ensemble consists of seven marimbas (3 sopranos, 2 tenors, baritone and the giant bass) along with drums and other percussion. The class is primarily hands-on, learning music in a community setting, but we also explore the rich cultural tradition and history of the Shona people and compare the music of Zimbabwe with other xylophone traditions in Africa and throughout the world.

MUS 545 Eclectic Ensemble - 1.5cr - Khabu Doug Young
An improvisational ensemble open to the music of any discipline including jazz, world music and students’ compositions. Students audition to be placed in an ensemble with those of like interests and abilities.

MUS 546 Nepali Music and Dance - 2cr - Faculty
Offered by the Study Abroad Program and is one of the Study Abroad electives. This course offers an introduction to Folk Dance and Vajracharya Dance (religious dance) of the Newari tradition along with the accompanying music played on the Nepali lap drum and cymbals. Dance and Music will be taught to each of the participants initially with movement into specific interests as the class proceeds. Students will study with Homnath and his wife Sit at their home in the nearby area.

MUS 548 Balinese Gamelan Orchestra: Bali - 2cr - I Nyoman Sumandhi
Offered by the Study Abroad Program and constitutes a core requirement for the Study Abroad Program. We will explore Balinese music, specifically gong kebyar. A full orchestra of instruments will be available for our group to use and practice with. All levels of musicianship are welcome.

MUS 550 Musicianship I - 3cr - Bill Douglas
Intensive musical training sessions involving sight-singing, musical dictation, rhythmic exercises (using rhythms from India, Africa, Brazil and Cuba, jazz, rock and contemporary classical music) and the study of harmony as used in classical, jazz and pop music. Prerequisite: Knowledge of basic music theory.

MUS 555 Introduction to World Music - 3cr - Steven Taylor
A survey of selected music cultures from the Americas, Asia, and the Middle East in their historical and social contexts. Students are introduced to the basics of theoretical systems, composition, and improvisation. They read selected articles on topics such as theories of the relationship between social and musical structures, music and religion, and gender ideology and musical behavior. The class examines important issues for the contemporary musician, such as appropriation and representation in a post-colonial world.

MUS 560 Musicianship II - 3cr - Bill Douglas
This is a continuation of MUS 550. Prerequisite: MUS 550 or its equivalent.

MUS 570 Musicianship III - 3cr - Bill Douglas
This is a continuation of MUS 560. Prerequisite: MUS 560 or its equivalent.
Courses

MUS 580 Recording Studio - 2cr - Faculty
This class studies the production and composition of music in the four- and eight-track recording studio. Recording, mixing, microphones and the behavior of sound and synthesizers are explored as producer's tools. Group and individual projects give students the hands-on experience needed to produce their own music.

Native American Studies (NAM)
Courses in this discipline are offered by the Environmental Studies Department.

NAM 499 Independent Study - 1-3cr - Faculty

NAM 500 History of the Western US: Native American View - 3cr - Eagle Cruz and Faculty
This course will explore several native cultures that inhabited the Boulder/Denver area from pre-contact through the present day. We will attempt to understand how the people already living on this continent saw the arrival of the Europeans. Through the contrast between the familiar European view, usually called "history," and indigenous perceptions we will attempt to understand how the indigenous view could guide us towards sustainability of life in this region.

NAM 510 Earth Circles and Traditional Wisdoms - 3cr - Lorraine Fox-Davis
There are remarkable similarities between indigenous traditions and Tibetan Buddhism, and inter-tribally, between widely divergent native peoples. This course explores the underlying diversity and parallels of earth-based spirituality and tribal ways. The model of this circle is central to traditional forms of spirituality and mind/body healing. Following the part of the medicine wheel, the sacred circle of life, and the mandala, we discover the wisdom shared by geographically diverse peoples and our fundamental connection to the Earth, our great mother. These sacred ways are often referred to not as religions, but as ways of life. There are universal principles underlying the spiritual path that lead us to recognize our essential nature. Through entering the circle, we find our center, spirit self. We experience our sacred relationship with life.

NAM 520 Traditional Voice - 1cr - Eagle Cruz
This course introduces students to the native view of the role of ceremony through song, and therefore the native traditional attitude towards all of life. The course is not intended to train students to facilitate ceremony, nor to teach how particular ceremonies unfold. Prerequisite: ENV 510.

NAM 550 Contemporary Issues in Native America - 3cr - Eagle Cruz
While enjoying an incredible lifestyle, people in this country are aware of the problems of the Third World. Yet there is a Third World in our own backyard. This course examines government policy, which promotes keeping us ignorant of the very situations that we spend so much effort correcting throughout the world, without doing so here at home. The view that American Indian reservation lands may be viable nuclear dumping sites is only one example. We study treaty rights, the reservation system and the attitude of assimilation which affects not only the native communities, but everyone in this country.

NAM 560 Survival Skills - 3cr - Richard Dart
This class is an introduction to basic survival skills including making fires by friction, locating and purifying water, constructing wilderness shelter, finding wild 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 deepen intuitive abilities from our common hunter/gatherer 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.
Courses

Psychology (PSY)
Courses in this discipline are offered by four departments: Contemplative Psychology (BA), Contemplative Psychology (MA), Somatic Psychology (MA), and Transpersonal Counseling Psychology (MA).

PSY 300 Psychology of Healing I - 2cr - Faculty
Offered by the Contemplative Psychotherapy (BA) Department.
This course is an introduction to contemplative psychotherapy and healing. We explore questions such as "What is health?" and "What is healing?" and look closely at our own attitudes and relationship to pain. Basic Buddhist principles are introduced and examined in the light of each student's own experience.

PSY 310 Buddhist Psychology I: Meditation - 3cr - Marvin Casper
Offered by the Contemplative Psychotherapy (BA) Department.
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 psychotherapy and healing.

PSY 320 Introduction to Psychology - 2cr - Kathleen Moore
Offered by the Contemplative Psychotherapy (BA) Department.
This course is an overview of both traditional, as well as non-conventional approaches to the study of psychology and will include gender differences, multi-cultural and social perspectives. The class highlights and personalizes learning through didactic and experimental exercises.

PSY 326 Introduction to Dance/Movement Therapy - 2cr - Nicol McGough
Offered by the Interarts: Dance/Movement Studies Department.
This is an introductory course designed to give the students a basic understanding and overview of the history and theory of dance/movement therapy as well as the roots of somatic psychologies. Early somatic psychology contributions made by shamanic traditions, Jung, and Reich are explored as well as the practices of the founding mothers of the field of dance/movement therapy. This course combines traditional didactic teaching with experiential movement activities through which personal process can be explored.

PSY 330 Introduction to Jung - 2cr - Lara Newton
Offered by the Contemplative Psychotherapy (BA) Department.
Jung's basic psychological concepts are contrasted with more traditional Freudian views. Emphasis is placed on a practical, therapeutic, and spiritual understanding of Jung's work. There are discussions of the anima, animus, complex, shadow, archetypes, and the collective unconscious.

PSY 350 Humanistic Psychology - 2cr - Gabrielle Berchew
Offered by the Contemplative Psychotherapy (BA) Department.
This course presents an introduction to and an overview of some basic concepts in the field of humanistic psychology. The works of Maslow, Perls, and Rogers are included.

PSY 360 Approaches to Healing - 3cr - Athena Girodo
Offered by the Contemplative Psychotherapy (BA) Department.
This course will focus on a broad spectrum of health and healing traditions with guest speakers selected for their mastery within their chosen discipline. The format will include lectures, demonstrations, and hands-on experience interspersed with student colloquium to discuss the application and benefits of these greater and lesser known skills.

PSY 370 Cognitive Studies - 3cr - Dee Joy Coulter
Offered by the Contemplative Psychotherapy (BA) Department.
During this course, we explore ways in which one can cultivate an intellectual rigor of mind without abandoning one's perceptual ground. Refining one's sense of thought and integrating one’s speech and inner gesture systems aid in bringing idea to form. We examine commitment, confusion, wonder, and chaos as possible agents for cognitive change. The works of Rudolf Steiner, Alexander Luria, and others are considered.

PSY 377 Introduction to Body Psychology: Embodying Awareness - 2cr - Elena Giulini
Offered by the Interarts: Dance/Movement Studies Department.
This course is designed to give students a new awareness of and relationship with their bodies. It will focus on training the students in observation techniques and experiential anatomy to establish a basis for working with body-oriented psychological process. Body/self awareness, the development of body image, and how to work with body metaphor and symbolism will be explored through creative process and improvisation.

PSY 400 Psychology of Healing II - 2cr - Karen Kissel Wegela
Offered by the Contemplative Psychotherapy (BA) Department.
Basic Principles of interpersonal psychotherapy will be presented from the perspective of using contemplative practice in working with others. This class will focus on the therapeutic relationship, approaches to compassionate action and establishing healing environments. This class has a strong experiential component, including a three-hour-a-week field work assignment, in which each student relates to another person in a helping relationship. These experiences will be discussed and related to class material.
Courses

PSY 420 Abnormal Psychology - 3cr - Kathleen Moore
Offered by the Contemplative Psychotherapy (BA) Department.
The major goal of this class is to acquaint students with traditional perspectives in abnormal psychology. Alternative viewpoints are simultaneously explored. Learning is facilitated through casework study and experimental exercises.

PSY 426 Authentic Movement - 2cr - Pat Mowry-Rutter
Offered by the Interarts: Dance/Movement Studies Department.
This course explores all the components of authentic movement process with particular emphasis on the role of the witness and the development of a group. Students have ample class time to explore their own process while experiencing this therapeutic movement form. Through learning how to increase our authenticity of presence, students explore the ground of healing relationship. Primary text is taken from articles written by Mary Whitehouse and Janet Adler, founders of authentic movement.

PSY 430 Exploring Dreams: Jungian Practice - 2cr - Gina Martin-Smith
Offered by the Contemplative Psychotherapy (BA) Department.
This course focuses on study and practical work with dream interpretation from a Jungian perspective. Dreams are explored as a therapeutic tool, and students are critiqued as they develop skills in guiding the dream interpretation process. Prerequisite: PSY 330 or permission of the instructor.

PSY 455 Dynamics of Intimate Relationships - 2cr - Robert Diehl
Offered by the Contemplative Psychotherapy (BA) Department.
This course explores relationships as a dynamic process to more deeply understand the nature of self. The development of the relationship is examined as a path to wholeness, with focus given to understanding the various stages in light of potential opportunities for growth and change. Particular attention is given to facilitating the relationship counseling process through lectures, dyadic experiences and demonstrations. Students have the opportunity to experience various methods, as both counselor and client, as appropriate.

PSY 460 Topics in Healing - 2cr - Senior Faculty
Offered by the Contemplative Psychotherapy (BA) Department.

PSY 465 Imagery and Contemplation in Healing - 2cr - Bernie Marek
Offered by the Contemplative Psychotherapy (BA) Department.
The purpose of this workshop is to explore the role of visual arts processes and enactments in using contemplation and imagery in healing. Through a contemplative/meditative format, we can appreciate that directing our mind, emotions, and sense of environment to the "matter at hand" is our ground for well-being. When we are receptive, playful, and willing to let go, and when we join heart with intellect, we can touch one of our deepest healing resources — the image. The image is the clear lens through which we can view, affect, and befriend life more genuinely. The image is the stuff of the imagination. It acts upon our physical being, our cells, our tissue, and our organs; it expresses our body's wisdom. Exercises incorporating painting, drawing, and clay work are viewed as pathways in which to embrace, develop, and express our unfolding moment-to-moment imagery. Finally, we incorporate the sharing/healing circle, the age-old container in which acceptance and gentleness are cultivated.

PSY 476 Dance Movement Therapy: Current Topics - 2cr - Nicol McGough
Offered by the Interarts: Dance/Movement Studies Department.
This class is an opportunity for students to experience and learn about many different styles and practical applications of dance/movement therapy. The focus on this course will be on what dance therapy looks like and how it is practiced in the world today. Students will learn about how the use of structure, props, art, music support the dance/movement therapy process and about the value of dance/movement therapy with special populations. Guest lecturers who are dance/movement therapists in the community will visit the class and share their work. The class will be facilitated through a blend of traditional and experiential teaching experience.

PSY 479 Topics in Contemplative Psychology - 3cr - Senior Faculty
Offered by the Contemplative Psychotherapy (BA) Department.

PSY 480 Senior Project I - 2cr - Jane Carpenter-Cohn
Offered by the Contemplative Psychotherapy (BA) Department.
This seminar occurs as a Fall/Spring sequence in which each student learns to refine the ability to question, research, and integrate material and express his or her understanding. This process culminates in a written and oral presentation. Each student begins to integrate previous learning through dialogue with fellow students. In the first part of this seminar, the student reads extensively, developing a knowledge base for the chosen topic. This initial research is then expanded to include experiential learning, thus inviting patterns to emerge. Letting go of contrived expression and finding appropriate metaphors is integral to the Fall seminar, while the Spring seminar focuses on bringing the year-long journey into the form of a written and oral presentation.

PSY 482 Senior Seminar - 3cr - Faculty
Offered by the Contemplative Psychotherapy (BA) Department.
This course will cover topics in Contemplative Psychology and Healing.

PSY 485 Senior Project II - 3cr - Jane Carpenter-Cohn
Offered by the Contemplative Psychotherapy (BA) Department.
This course is a continuation of PSY 480.
Courses

PSY 499 Independent Study - 1-3cr - Faculty

PSY 508 Group Facilitation and Conflict Resolution - 2cr - Susan Skjel and Faculty Offered by the Transpersonal Counseling Psychology (MA) Department.

How well a group functions can make or break a project. This course provides both theory and practice in how to facilitate group meetings and how to help groups manage differences and resolve conflicts. Topics include: listening to the group voice; providing structure and form to a meeting; inviting chaos; identifying differences; giving feedback to a group; overcoming, resistance and establishing trust. Meditation practice is included.

PSY 506 Language and Communication in the Healing Process - 2cr - Diane Rudine Offered by the Contemplative Psychotherapy (BA) Department.

Based on the principles and techniques developed by the late Dr. Milton Erikson, this course explores various means by which subtle, specific forms of communication can be used as powerful healing tools. Through our personal styles of interpretation and misinterpretation, we create the stories of our lives, and from within these stories, our personal problems. We work with understanding how subtle linguistic processes and alternative metaphors can provide the means for releasing ourselves from deeply ingrained patterns. This course includes demonstrations of indirect hypnotherapy, as well as discussions and practice of specific uses of language and metaphor.

PSY 508 Embodying Process and the Individual - 2cr - Susanne Marie Offered by the Contemplative Psychotherapy (BA) Department.

Our bodies are the vessel of our emotions, the vehicle for our actions and the tool of our perceptions. Culturally, we have been trained to ignore our bodily processes. This class will examine the role of our bodily experience in the unfolding of our life's process. Out of a study of sensation, energy, emotion, perception, movement, breath, speech, and touch, we cultivate an ongoing individual practice of embodying our personal process.

PSY 510W Healing With Soul and Sound - 1cr - Don Campbell Offered by the Contemplative Psychotherapy (BA) Department.

The sounds, rhythms and tonal patterns of every society hold secret codes of patterning that serve as transformational and sacred gateways to the spirit and soul. Gregorian chant, Balinese dance, Bach masses, Tibetan prayers and ethnic folk songs all evoke states of consciousness that have healed believers for centuries. Join Don Campbell for extraordinary days of music, toning, and orchestral listening to some of the world's most powerful sounds for sensing spirit and soul. The initial focus will be on the uses of music in shamanic, Christian and world rites for invoking healing spirits, casting out evil spirits and evoking elongated states of prayer. Chanting, drumming and movement are part of this segment. Then, we explore the use of Soul in Greek, Japanese and tonal ambivalent styles of music. Meditation and contemplative exercises with sound are also experienced.

PSY 512 Buddhist Psychology II: Maitri and Compassion - 2cr - Marvin Casper Offered by the Contemplative Psychotherapy (BA) Department.

The maitri practice was developed by Chogyam Trungpa, Rinpoche, from traditional Tibetan yogic techniques. In this practice, particular postures and specially designed rooms evoke 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, frustration and aggression; and the Buddhist approach to sanity, neurosis and psychosis. Students attend a weekly lecture, practice in the maitri rooms and participate in a smaller group for more personal processing of the material.

PSY 513 Leading at the Edge - 2cr - Rick Medrick and Howard Edson Offered by the Transpersonal Counseling Psychology (MA) Department.

Using a series of experiential activities, both outdoors and indoors, we explore the challenge of leading in a world of constant change and chaos. Workshop topics include: the nature of change from a systemic viewpoint; preparing for an unknown and unpredictable future; paradigms of the 21st century organization; and ensemble leadership. New methods of organizing, performing and relating are created on the spot. Meditation practice is included.

PSY 516W Process Painting and Meditation - 1cr - Bernie Marekh Offered by the Contemplative Psychotherapy (BA) Department.

When joined with meditation, process painting is a natural process of embracing our creativity in a spontaneous, unselfconscious, playful, and deeply meaningful way. Whatever arises—our strategies, our judgments, our comparisons, our doubts, or our momentary successes—become reminders, awakening us to return to the intimate dance of spirit; that is, to the expressed inseparability of heart and mind. In this workshop, we cultivate a posture of being less concerned with outcome and more with engaging the vitality, immediacy, and genuineness of creative experience. This course is intended for those who love or fear the enjoyment of painting. Remember, when you were young, no experience was required.

PSY 517W Experiential Multiculturism - 1cr - Pat Breslin and Cheryl Dixon Offered by the Contemplative Psychotherapy (BA) Department.

This class is designed to allow participants to try on another persona/identity in order to uncover and become aware of one's own thinking and biases. Using exercises, guided meditations and homework assignments, the class will allow participants to view themselves as "other". The course will take place over two Saturdays allowing a week in between to accommodate field assignments.
Courses

PSY 520 Psychology of Wilderness Experience - 2cr - John Davis
Offered by the Transpersonal Counseling Psychology (MA) Department.
This class is based on a week-long wilderness trip supplemented by pre- and post-trip meetings. The class offers students a chance to explore deep psychological and spiritual dimensions of our relationships with nature and the rhythms of our lives. It is especially appropriate for those seeking to confirm an important life transition. Based on a rites of passage model, the trip focuses on three days of solitude and fasting in the Canyon Country of Utah. The class also explores elements of Ecopsychology, Deep Ecology, and earth-centered spirituality and activism. This class is graded on a Pass-Fail basis. Four evening classes are required for participation. There is a $200 lab fee for this trip in addition to regular tuition and fees. This fee covers the cost of the guides for the field trip.

PSY 523 The Consultant's Craft - 2cr - Susan Skjei and Faculty
Offered by the Transpersonal Counseling Psychology (MA) Department.
Working with case studies and actual clients, we explore the personal and organizational skills needed to facilitate change and transformation. Topics will include: opening up to the system; collecting data and identifying needs; involving the client in diagnosis and intervention strategies; working with resistance; cultivating an authentic relationship with the client; and evaluating the work. Meditation practice is included.

PSY 526 Introduction to Jin Shin Jyutsu I - 2cr - Stephanie Mines
Offered by the Contemplative Psychotherapy (BA) Department.
This class introduces the principles of Jin Shin Jyutsu, an ancient Japanese healing art. Jin Shin Jyutsu utilizes 26 "safety energy locks" on the body to harmonize and relax the whole being. During the course, students learn the location and function of these energy locks and how their combinations, when held in polarity, resolve particular disharmonies. Hands-on experience is complemented by an overview of the history, philosophy and application of this ancient Japanese healing art.

PSY 528 Gestalt I - 2cr - Gary Musser
Offered by the Contemplative Psychotherapy (BA) Department.
The Gestalt approach is a powerful and provocative way of understanding and working with body, speech, and mind. By focusing on the details of moment-to-moment experience and on the interplay between the individual and the environment, Gestalt seeks to develop "self-knowledge, satisfaction, and self-support." The course includes readings, lectures, discussions, and experiential exercises.

PSY 530 Journey to the Source I - 1cr - Deborah Bowman and Candace Walworth
Offered by the Foundation Year Department.
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 blend of class 1+ rapids and placid river padding—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 rhythm and flow of nature.

PSY 532 Storytelling and Mythology/ Jung - 1cr - Eleanor Alden
Offered by the Transpersonal Counseling Psychology (MA) Department.
Mythological themes occur universally in the human experience, and Jung discerned that these themes have psychological significance. Because of this, Jungian and transpersonal theories, especially dream theory, require an understanding of myths and their symbol systems. Attention is directed to the fairy tale as an aspect of Jungian study. Prerequisite: PSY 330 or PSY 602.

PSY 533 Designing and Developing Healthy Organizations - 2cr - Susan Skjei and Faculty
Offered by the Transpersonal Counseling Psychology (MA) Department.
We explore the factors that influence the effectiveness of an organization and learn how to design healthy, self-renewing systems. Topics include: Who is the customer? What is empowerment? How do we measure effectiveness? How can we generate commitment? The course combines readings and lectures in organizational theory with hands-on application in class. Mediation practice is included.

PSY 536 Hakomi I - 3cr - Pat Ogden
Offered by the Contemplative Psychotherapy (BA) Department.
Recognizing that mind and body jointly express and reflect our most deeply held beliefs about self and the outside world, the Hakomi Method brings these beliefs to conscious awareness. From the body's structure, chronic tension patterns, movement quality, sensations, and impulses, we gain information about our self-image and general way of being in the world. We access and utilize special states of consciousness (i.e., "mindfulness" and "the child"), probing gently beneath our everyday patterns of habit and automatic responses, to those richly nonverbal levels where basic beliefs organize and direct the quality of our experience. By going slowly and gently, an atmosphere of safety evolves where limiting defenses can be examined and yielded, and learning and change become possible.

PSY 538 Reflexology - 2cr - Athena Girodo
Offered by the Contemplative Psychotherapy (BA) Department.
Reflexology helps restore the body to a natural state of balance, based on the principle that there are reflex areas in the feet and hands which correspond to all of the organs, glands and parts of the body. This is a hands-on, non-invasive form of natural healing. The course will combine the study of basic anatomy and physiology with learning the practical application of reflexology techniques.
PSY 540 Introduction to Shamanism and Shamanic Healing - 2cr - Terry Keepers
Offered by the Transpersonal Counseling Psychology (MA) Department.
Shamans worldwide enter an altered state of consciousness called a shamanic journey—typically with the use of drumming. This journey is undertaken to find healing for themselves, for others, and for their land. In addition to reviewing the anthropology of shamanism, participants learn the methods of shamanic journeying for themselves and study shamanic views of health and illness, power and powerlessness, soul loss, power intrusion, possession, and plant and animal helpers. This class is appropriate for persons prepared to deal with altered states of consciousness.

PSY 542 Realms of the Human Unconscious: The Work of Stanislav Grof - 2cr - Barbara Carter
Offered by the Transpersonal Counseling Psychology (MA) Department.
Out of four decades of extensive research into non-ordinary states of consciousness, Stanislav Grof, MD, has presented a map of the unconscious which challenges contemporary mechanistic models and offers important new insights into psychotherapeutic process. This map brings new understandings to psychological death-rebirth, the psychological impact of biological birth, and the human tendency towards war and aggression. It also brings cohesiveness to seemingly disparate transpersonal models and gives context and meaning to human experiences which have previously been pathologized. Grof’s model, its contributions to the understandings of psychological healing, and its application to psychotherapeutic process will be the focus of this class. Students may choose to experience Holotropic Breathwork, a method developed by Grof, out of class. This option will require an additional cost of $90.

PSY 543 Human Sexuality/Birth to Therapy - 2cr - Daphne Chellos
Offered by the Transpersonal Counseling Psychology (MA) Department.
Too often, sexuality suffers the same fate in therapy as it does in our culture: it is hidden, not to be discussed, treated as irrelevant, and it makes us uncomfortable. During this course, we examine issues that clients might bring to therapy, consciously or unconsciously. We start by looking at what we as therapists bring to our work and explore personal and cultural aspects of sexuality, touch, intimacy, passion, the body, eroticism and pornography, developmental issues, alternative lifestyles, transpersonal elements, and more. Guest speakers are included.

PSY 546 Tibetan Medicine - 2cr - Phillip Weber
Offered by the Contemplative Psychotherapy (BA) Department.
Current Tibetan medicine is a unique blend of Ayurvedic, Chinese, Persian, and Bon medical systems. This course presents an overview of Tibetan medicine and explores how it relates to meditation practice. Topics include: the three-humour theory, the mind-body relationship, disease classification, how disease relates to diet and lifestyle, pulse and urine diagnosis, the healing process, the role of meditation and spiritual practice, and the use of herbs.

PSY 548 Gestalt II - 2cr - Gary Mueller and Bob Wing
Offered by the Contemplative Psychotherapy (BA) Department.
This course is a continuation of PSY 528.

PSY 550 Journey to the Source II - 1cr - Deborah Bowman and Candace Walworth
Offered by the Transpersonal Counseling Psychology (MA) Department.
This course is a continuation of PSY 530.

PSY 551 Ecopsychology - 2cr - John Davis
Offered by the Transpersonal Counseling Psychology (MA) Department.
Ecopsychology brings the profound connection of human and nature into mental health and environmental action. This seminar course introduces this emerging field through in-depth, experiential and conceptual work. Topics include an earth-centered model of psyche, nature and psychotherapy, psychological approaches to environmental action, and other topics brought by students.

PSY 552 Jungian Archetypes of Western Religions - 2cr - Eleanor Aiden
Offered by the Transpersonal Counseling Psychology (MA) Department.
This class will look at stories and myths from the Old Testament, and Essene and gnostic texts as descriptions of archetypal patterns in the psyche. These stories have impacted generations of people for thousands of years, and for many they have lost their uniqueness; some appear to be staunchly "patriarchal" today, and therefore suspect. Yet powerful and relevant images of sacrifices, heroic journeys, sibling rivalry, betrayals and other motifs abound. We will try to examine the stories, remove their "patriarchal persona," to find the ageless patterns of the psyche's journey, as well as to try to see the holographic way the individual development is repeated in cultural development.

PSY 554 Jungian Art Therapy - 2cr - Deborah Bowman
Offered by the Transpersonal Counseling Psychology (MA) Department.
Using art as the language of bringing to light unconscious and transpersonal process, Jungian concepts are explored through the experience of utilizing various artistic media. The class includes both theoretical and experiential components as learning strategies. No artistic talent or experience is necessary.

PSY 556 Symbols and Transformation - 2cr - Diane Rudine
Offered by the Contemplative Psychotherapy (BA) Department.
In this course we will work with dreams, fairy tales, and myths as symbolic of inner processes. Dreamwork will be done in a Jungian and neo-Jungian style. Fairy tales will be analyzed as collective cultural creations and Eastern and Western Mythological systems will be looked at through the work of Joseph Campbell. The goals are to provide a deep understanding of the symbolic nature of mind.

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Offered by the Somatic Psychology (MA) Department.
This course is designed to explore the relationship between creative therapeutic process, how they relate internally, and how they come into expression. So often, there is a separation between these two aspects of ourselves and our work. This course focuses on the validity and necessity of these aspects—marrying for the fullest embodiment of who we are and how we work—both systemically and individually. Through working improvisationally with movement, voice, writing, and art, students work with the challenge of bringing creativity to form while also adhering to the therapeutic principles of feeling and truth, as they develop within the context of group process.

PSY 558 Embodiment Process/Group - 2cr - Suzanne Marie
Offered by the Contemplative Psychotherapy (BA) Department.
This class continues from PSY 508, using our individual practice of embodying process as a base, we begin to examine what organic processes bring us into and out of relationship. Culturally, we are dealing with a great deal of confusion and struggle between individual needs and group need. Coming back to our immediate bodily experience can be a way of clarifying these relationships. Prerequisite: PSY 508 and permission of the instructor.

PSY 560 Transforming Addictions - 2cr - Patricia Reycraft
Offered by the Transpersonal Counseling Psychology (MA) Department.
The course explores drug and alcohol dependency, other addictions, related codependency, 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 recovering addicts and an expert in the recovery field. Intervention, in-patient, and out-patient treatment programs are discussed. Personal process naturally occurs and is addressed. The concept of the "inner child", and addiction as a family disease are included. An exploration into transpersonal therapeutic approaches is offered the second weekend. Role playing and other experiential techniques are used.

PSY 562 Gold in the Shadow: Positive Aspects of Shadow Material - 1cr - Eleanor Alden
Offered by the Transpersonal Counseling Psychology (MA) Department.
Jung defined the shadow as the part of the psyche which contains the "negative side of the personality, the sum of all those unpleasant qualities we like to hide, together with the insufficiently developed functions and contents of the personal unconscious." We explore ways of accessing shadow material to increase consciousness, develop creativity, and further individuation—tune in for the gold in the personal.

PSY 564 Journeying With Death and Loss - 1cr - Ann Bardwell
Offered by the Contemplative Psychotherapy (BA) Department.
The grieving process holds within it great potential for personal transformation and the journey is unique for each person. This workshop will be an opportunity to move toward completion. The intention in reviewing one's journey, is to discover its treasures and to gather them; creating a vessel for one's on-going healing process. We will use a variety of tools for self-exploration and sharing within the group. Prerequisite: permission of the instructor.

PSY 566 Chinese Energetics and Body Psychology - 2cr - Bill Tara
Offered by the Contemplative Psychotherapy (BA) Department.
The medicine of Ancient China is one of the oldest and most elaborate systems for understanding health and sickness. This system grew out of the Taoist vision of nature. It offers unique insights into how the interaction of physical, mental, emotional, cultural and environmental factors influence self-image, sensitivity, and well-being. The course includes a study of the Chinese concepts of Yin and Yang, five transformation energetics and body energy (chi). The focus is on the dynamic relationship between physical health, the emotions and behavior. Correlation between Western and Eastern views of the body, nutrition, and health care are explored as well as possibilities for practical use of these ancient approaches to health and healing for modern times.

PSY 567 Somatic Dance: Joining Processes - 2cr - Janice Bull
Offered by the Somatic Psychology (MA) Department.
This course is the second semester of a full-year course. The focus in class will continue to be the exploration of the relationship between creative and therapeutic process and how that comes uniquely to form for each of us with the additional challenge of taking our creative work out into the world.

PSY 568 Expressive Arts in Healing - 3cr - Alexandra Shenpen
Offered by the Contemplative Psychotherapy (BA) Department.
Expressive media are a potent means of reflecting, exploring, and communicating our humanity. Giving permission to the emotional and psychological energies of our being, we use paint, paper, movement, clay, etc., to inquire more deeply into our experience and the habitual tendencies which limit us. Working with and without words, we use principles of creativity which can act as agents of change, allowing energy to move, perspective to open, and a friendlier heart toward oneself and others. Working individually and in small groups in class prepares the ground for using expressive arts as a medium for healing when working with others.

PSY 570 The Diamond Approach - 2cr - John Davis
Offered by the Transpersonal Counseling Psychology (MA) Department.
The Diamond Approach offers a psychological path to spiritual development. This course introduces the Diamond Approach and explores some of its basic concepts including Essence, the Theory of Holes, the Soul, and Personal Being. An emphasis is its relevance to transpersonal counseling psychology. Class processes include didactic presentations, experiential exercises, background reading, and open discussion.

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PSY 571 Personality Theories - 2cr - Spence McWilliams
Offered by the Contemplative Psychotherapy (BA) Department.
This course will examine four major Western psychology approaches to a comprehensive understanding of the person: psychoanalysis, behaviorism, person-centered, and constructivist. We will pursue a compassionate study in depth of one representative theorist from each of these approaches reviewing their assumptions and major concepts related to human development, complex processes, and psychological health. We will also approach them from a contemplative and transpersonal perspective, considering their views on issues such as the insubstantiality of ego, the conditioned nature of our experience, and awareness as the path to liberation. Students will have the opportunity to apply each theoretical view to their journey of personal understanding.

PSY 573 Death as a Spiritual Teacher - 2cr - Claudia Helade
Offered by the Transpersonal Counseling Psychology (MA) Department.
Death as an archetypal energy and as a human experience carries a powerful transforming potential. Students examine the many masks of death and study its impact and value for the soul. Experiences with meditation, film, dreams, and rituals provide the opportunity to integrate death awareness as a teacher for the living.

PSY 576 Hakomi II - 3cr - Pat Ogden
Offered by the Contemplative Psychotherapy (BA) Department.
This class expands upon the principles and techniques taught in Hakomi I. Students have the opportunity to learn and practice a five-step therapeutic model, which includes creating a therapeutic container, listening for core experience, facilitating self study, encouraging the unfolding process and supporting integration. Specific Hakomi techniques for each step of the process are taught. Teaching methods include lectures, discussions, demonstrations, practice vignettes, video review, outside reading, and written assignments. Prerequisite for this class is completion of PSY 536 or permission of the instructor.

PSY 578 Exploring the Role of Music in Therapy - 2cr - Laurie Rugenstein
Offered by the Contemplative Psychotherapy (BA) Department.
Music is a powerful tool for promoting positive change on physical, psychological, emotional and spiritual levels. Experiential and theoretical work with music as non-verbal interaction, music-evoked imagery, and expressive improvisation provide participants with a basis for using music as a modality for personal growth and integration. No previous musical training is required.

Offered by the Transpersonal Counseling Psychology (MA) Department.
Each summer, the Transpersonal Counseling Psychology (MA) Department offers a one-weekend conference featuring leaders in transpersonal psychology. Previous conferences have focused on the state of the art in transpersonal psychology, psychotherapy and contemplative practice, initiation, and community and have included such esteemed faculty as Frances Vaughan, Roger Walsh, and Malidome Some. Topics and faculty vary from year to year.

Offered by the Transpersonal Counseling Psychology (MA) Department.
Please see the description under PSY 580.

Offered by the Transpersonal Counseling Psychology (MA) Department.
Please see the description under PSY 580.

Offered by the Transpersonal Counseling Psychology (MA) Department.
Please see the description under PSY 580.

PSY 586 Jin Shin Jyutsu II - 2cr - Stephanie Mines
Offered by the Contemplative Psychotherapy (BA) Department.
This course is a continuation of PSY 526.

PSY 589 Special Topics: Renewal: New Beginnings in Midlife - 1cr - Mark Gerzon
Midlife is more than an individual search to come to terms with growing older. It is a transpersonal rite of initiation into another stage of the human journey. What has been called a midlife crisis is often the beginning of a quest for wholeness that can enliven and enrich our adult years. Each of us awakens in adulthood to an awareness that there is much more to us than we have dared to show or explore. This workshop provides a safe, healing space in which men and women can listen to their own and each other's stories of midlife transformation regarding work, love, health and spiritual growth. In the lives of spiritual pathfinders, the middle years are a time of deepening. The workshop also focuses on how the relationships between men and women take on new significance at midlife.

PSY 589 Special Topics: Spiritual Emergency in Crises of Transformation - 1cr - Robert Turner, M.D.

PSY 584 Special Topics: Curing Burnout: Dose of Art Therapy - 1cr - Mini Farrelly
A gentle introduction to the relaxing and renewing aspects of artmaking. Students play with and investigate two and three dimensional art media, comparing their experience with more traditional approaches to stress management. The writings of Dissanyake, Gardner and Franck are discussed.
Courses

PSY 600 Child Development: Transpersonal Counseling - 2cr - Jane Carpenter-Cohn and Ducey Horner
Offered by the Transpersonal Counseling Psychology (MA) Department.
This course traces psychological development from birth to adolescence. Theoretical models are compared and discussed in relation to personal experience, case studies, and observations of children.

PSY 601 Gestalt Awareness I (Section A) - 2cr - Ducey Horner
Offered by the Transpersonal Counseling Psychology (MA) Department.
This course covers fundamentals of the Gestalt Approach to therapy. The themes of this beginning class are present centeredness, the awareness continuum, community building through personal exploration, and demonstrations of Gestalt work.

PSY 602 Introduction to Jungian Psychology - 2cr - Eleanor Aiden
Offered by the Transpersonal Counseling Psychology (MA) Department.
This course lays the foundations for understanding Jungian psychology, its history and development as influenced by the personal lives of Carl Jung, Freud, and others in the atmosphere of the first half of the 20th century. Emphasis is on the practical application of Jung's theories, both in one's personal life and professional work. We look at Jung's ideas about the structure of the psyche, the flow of psychic energy, complexes, archetypes, the collective unconscious, typology, and the ways a therapist can assist or deter the psyche's natural tendency to heal itself.

PSY 604 Art Therapy Skills I: Foundation - 3cr - Bernie Marek
Offered by the Transpersonal Counseling Psychology (MA) Department.
Personal artistic process is the ground for resourceful, effective, and compassionate therapeutic relationships with others. Students begin cultivating observational, notational, and communication skills regarding the therapeutic use of art media, art making process and relationship to the art product.

PSY 605 Counseling Relationships in Music Therapy I - 2cr - Laurie Rugenstein
Offered by the Transpersonal Counseling Psychology (MA) Department.
Students learn effective means for relating to others within a therapeutic context. These include reflective listening, supportive response, conflict resolution, assertiveness, and non-verbal communication. Emphasis is placed on the role of music in the counseling relationship.

PSY 606 Movement Therapy Skills I - 2.5cr - Christine Caldwell
Offered by the Somatic Psychology (MA) Department.
This is the first part of a year-long sequence of skill building in body-based psychotherapy. Particular emphasis is placed on the interventions of expressive movement and breathwork. Students practice attention skills, empathy, intuition, basic presence and positive regard, and action-oriented facilitation, which focus on the direct process of healing and growth.

PSY 607 Theory: Diagnosis and Assessment - 2cr - Jeanne Tolotti Kirkpatrick
Offered by the Somatic Psychology (MA) Department.
A continuation of the Fall Theory course, this class focuses on work in related fields which can nourish body-based psychotherapy. These include other expressive arts, verbal therapies, and stress management techniques. Major emphasis is then placed on the theoretical perspective of process-oriented psychotherapy and its impact on social systems.

PSY 608 Introduction to Buddhist Psychology: Practicum I - 2cr - Karen Kissel Wegelo
Offered by the Contemplative Psychotherapy (MA) Department.
Contemplative psychotherapy is based on the view that health is intrinsic and unconditional. Because of mistaken views, we do not always experience this inherent brilliant sanity. Using Buddhist and Shambhala teachings, this course explores both intrinsic health and the obstacles to experiencing it fully. The practice of mindfulness-awareness sitting meditation is introduced.

PSY 609 Group Process - 1cr - Helena Unger, Senior Teacher
Offered by the Contemplative Psychotherapy (MA) Department.
This sequence of classes provides an experiential study of group dynamics. Students will participate in small groups throughout their tenure in the program. Emphasis will be on providing support for the students' journey as well as on developing an experiential understanding of various aspects of group development and dynamics.

PSY 611 Counseling Relationships I - 2cr - Lisa Sydow, Reesa Porter, and Ben Cohen
Offered by the Transpersonal Counseling Psychology (MA) Department.
Students focus on learning effective communication skills as they apply to the counseling relationship, including empathy, genuineness, positive regard, compassion, presence, active listening, non-verbal communication, and supportive response. Class time consists of lecture, discussion and experiential practice. Students prepare themselves for application to Clinical Internship.

PSY 615 Music Therapy Experiential I - 2cr - Laurie Rugenstein
Offered by the Transpersonal Counseling Psychology (MA) Department.
This course will focus on developing self-awareness through music therapy experience. Students will work with techniques such as GIM, vocal toning, and expressive improvisation to explore the inner landscape and their own responses to music.
Courses

PSY 616 Group Process and Dance Therapy - 2cr - Nicolle McGough
Offered by the Somatic Psychology (MA) Department.
This course is designed as an introduction to the field of dance/movement therapy and studies how historical dance therapists have worked with groups. Students can expect to come away from the course with a solid understanding of how others have worked with groups of people from a movement perspective. Students also gain some practice working with some of the tried and true techniques and methods in the field.

PSY 617 Group Process I - non-credit - Faculty TBA
Offered by the Somatic Psychology (MA) Department.
This two-year course is designed to provide students with an opportunity to participate in a group. The time is set aside for personal exploration, integration and group relationship. This class is a clearinghouse for questions, conflicts and problem-solving.

PSY 618 Child Development: Contemplative View - 2cr - Kathleen Moore
Offered by the Contemplative Psychotherapy (MA) Department.
Using Western psychological approaches, this course traces psychological development from birth to adolescence. The material is presented through lectures, readings, class discussions, observations of children, and our own experiences with children and our own childhoods. The purpose of the course is for each student to develop both a theoretical and sympathetic understanding of children's feelings, perceptions, and ways of understanding themselves and others.

PSY 619 Group Process II - 1cr - Helena Unger, Senior Teacher
Offered by the Contemplative Psychotherapy (MA) Department.
This course is a continuation of PSY 609.

PSY 620 Methods of Psychotherapy - 2cr - Roland Evans, Barbara Carter, and Christina Kauffman
Offered by the Transpersonal Counseling Psychology (MA) Department.
This course examines how different theoretical perspectives translate into therapeutic interventions. Major contributors to the field of psychotherapy are covered. Students clarify, develop, and formulate their own beliefs and approaches to the field of psychotherapy in relation to these major schools of thought.

PSY 621 Psychology of Meditation I: Mindfulness Training - 3cr - Dale Asrael
Offered by the Transpersonal Counseling Psychology (MA) Department.
Mindfulness, the ability to be fully present, is essential for skillful counseling. This course, the first in a sequence of four, introduces the practice of Buddhist sitting meditation as a means of developing mindfulness. Methods for cultivating awareness within daily life situations are explored. Group practice sessions, lectures, discussions, and individual meditation instruction is provided.

PSY 625 Music Therapy: History, Theory and Practice - 2cr - Faculty
Offered by the Transpersonal Counseling Psychology (MA) Department.
This course provides students with an overview of the field of music therapy, including its historical development. Students also explore the physiological, psychological, and sociological bases for the use of music as therapy.

PSY 626 Psychology of the Body I - 2cr - Kehumi Minton
Offered by the Somatic Psychology (MA) Department.
In this graduate course, we will incorporate both theoretical and experiential knowledge of Reichian, neo-Reichian and post-Reichian body-centered therapies. The course provides an historic overview of the evolution of body-centered theory and technique with an emphasis on clinical discrimination of different types of therapeutic techniques. As a therapist, your self-knowledge is your strongest instrument. Therefore, exploring and expanding self-knowledge is also an emphasis during the course.

PSY 627 Moving Truth: Authentic Movement - 1cr - Janice Bull
Offered by the Somatic Psychology (MA) Department.
This is an experiential, process-oriented movement class in which the development of group mind is investigated and explored by moving participants. Working with the specific form of authentic movement, participants explore the dynamics of relationships with self and others through the use of movement, art, readings and discussion. The course teaches directly to the group it develops in movement.

PSY 628 Evolution of Concepts in Western Psychotherapy - 2cr - Robert Unger
Offered by the Contemplative Psychotherapy (MA) Department.
Western psychology has evolved its own lineages, traditions, concepts, and vocabulary. This class explores the dynamics of Western psychology, with an emphasis on some of its most popular constructs, such as transference and countertransference, defenses, narcissism, and the ego. The conceptual base of some of the more prominent schools of psychology are studied. Attention is given to the relationship between psychology as a conceptual framework and psychology as a practice discipline.

PSY 629 Group Process III - 5cr - Helena Unger, Senior Teacher
Offered by the Contemplative Psychotherapy (MA) Department.
This course is a continuation of PSY 619.
Courses

PSY 634 History and Theory of Art Therapy - 2cr - Dottie Oatman
Offered by the Transpersonal Counseling Psychology (MA) Department.
Students will become familiar with the works of early and contemporary art therapy practitioners as well as study with various theoretical approaches to the field. In class, art therapy experiences and discussion will further build a foundation for practice in the field.

PSY 636 Body and Its Psychological Patterns - 4cr - Susan Aposhyan and Mary Ann Foster
Offered by the Somatic Psychology (MA) Department.
The focus of this course is how the mind is expressed through the body. Approaching the subject both experientially and intellectually, our study includes the major stages of motor development and their psychological implications. Following this is a study of the movement and psychology of the major systems of the body. This course is continued in the Spring semester in PSY 636. It is based on Body-Mind Centering, an approach to movement re-education developed by Bonnie Bainbridge Cohen. Prerequisite: Somatic Psychology program student or permission of the instructor.

PSY 637 Moving Truth: Authentic Movement - 1cr - Janice Bull
Offered by the Somatic Psychology (MA) Department.
This course number is for students wishing to return to the material of PSY 627. Prerequisite: PSY 627.

PSY 639 Group Process IV - 1cr - Helena Unger, Senior Teacher
Offered by the Contemplative Psychotherapy (MA) Department.
This course is a continuation of PSY 629.

PSY 646 Meditation and Psychotherapy - 2cr - Larry Welsh
Offered by the Somatic Psychology (MA) Department.
During this course we begin to explore the relationship between meditation and working with others psychotherapeutically. The first person one ever works with is oneself. This is the ground of healing, growth, and our dances with life. The practice of mindful-awareness kindles this ground with openness, curiosity, gentleness and non-judgment. It allows any moment of living experience to be touched, embraced and learned from. This arises because we discover, through practice, our intrinsic sanity and the first realization that mind exists—and then that it does not. We look at the relationship between sanity, neurosis, space and energy.

PSY 650 Adult and Career Development - 2cr - Robert Caplan and Gwen Barbee
Offered by the Transpersonal Counseling Psychology (MA) Department.
This course is an exploration of social, psychological, and spiritual transitions of adult life. Included are stage development theory, life style issues, career selection and counseling process, career transition and retirement, relationships (i.e., family, friendships, community), health, aging, and transition (death). Students are expected to explore their own personal process and professional implications for practice. Selected readings are from academic and popular sources.

PSY 651 Gestalt Awareness II - 2cr - Gary Mueller, Linda Blakeslee, Wayne Hanson, Mary Schlesinger, and Deborah Bowman
Offered by the Transpersonal Counseling Psychology (MA) Department.
The second semester continues with the themes of the first as well as exploring, in depth, boundary disturbance, dreams and the phenomenon of emergence. Students may experiment with facilitating each other’s work as they are ready to do so.

PSY 654 Art Therapy Skills II: Group - 2cr - Dottie Oatman
Offered by the Transpersonal Counseling Psychology (MA) Department.
This course offers the opportunity to learn about group art therapy by practicing being a participant, a leader, and an observer of in-class group art experiences. Reading, writing and discussion further develops skill in thinking about and experiencing the combination of group processes and art making.

PSY 655 Counseling Relationships in Music Therapy II - 2cr - Laurie Rugenstein
Offered by the Transpersonal Counseling Psychology (MA) Department.
Experiential counseling skills will be developed working in dyads and small groups. An overview of the therapeutic process will be presented, including initial interview, choice of therapeutic approach, and termination of therapy. Issues of transference and countertransference will be discussed. Emphasis will be placed on the role of music in the counseling relationship.

PSY 656 Movement Therapy Skills II - 2.5cr - Christine Caldwell
Offered by the Somatic Psychology (MA) Department.
This course is a continuation of PSY 656.

PSY 657 Theory: Body-Based Psychotherapy - 2.5cr - Christine Caldwell and Kekuni Minton
Offered by the Somatic Psychology (MA) Department.
This course explores both Western and Eastern models for the body's role in healing. It surveys modern psychotherapies and body-work forms which use expressive movement. Findings in current research which address body-based healing, and the role of the creative act in healing are examined.
Courses

PSY 658 Buddhist Psychology: Practicum II - 2cr - William Karelis
Offered by the Contemplative Psychotherapy (MA) Department.
A continuation of the study and practice of the principles of Buddhist psychology begun in PSY 508, this course provides preparation for the Maitri program. Topics include: intrinsic health, the development of ego, the chain of cause and effect, psychological materialism, and working with emotions.

PSY 660 Clinical Assessment - 2cr - Claire Riley and Gwen Barbée
Offered by the Transpersonal Counseling Psychology (MA) Department.
Counselors must apply diagnostic and descriptive terms to the behaviors they encounter with clients. Understanding the causes and dynamics underlying many of these behaviors is extremely helpful in constructing treatment plans. This course examines the broad range of mental disorders covered in DSM IV, concentrating on those most frequently encountered and provides practice in treatment planning.

PSY 661 Counseling Relationship II - 2cr - Lisa Sydow, Diana Guth, Janet Bychek, and Ben Cohen
Offered by the Transpersonal Counseling Psychology (MA) Department.
Students utilize audio and video taping and review in a practicum experience to further their study of the skills underlying many divergent forms of psychotherapy. An overview of the basic structures and process of therapy is provided, and students explore a number of issues including resistance, transference and counter-transference.

PSY 664 Child Development and Art Therapy - 2cr - Mimi Farrelly
Offered by the Transpersonal Counseling Psychology (MA) Department.
Building on the developmental theories of Freud, Erikson, Piaget, Mahler and Kohlberg, students will consider the role of art in working with children and adolescents. Ideas about normal development, psychopathology and clinical art therapy will be coordinated.

PSY 665 Music Therapy Experiential II - 2cr - Faculty
Offered by the Transpersonal Counseling Psychology (MA) Department.
This course is a continuation of PSY 615.

PSY 667 Group Process III - non-credit - Faculty TBA
Offered by the Somatic Psychology (MA) Department.
This course is a continuation of PSY 617.

PSY 668 Family Process - 2cr - Nancy Portnoy
Offered by the Contemplative Psychotherapy (MA) Department.
This course is an introduction to family process and family systems. The purpose of the course is to assist the student to experience the shift in perception that comes from seeing a family as a system — with its own organization and life — beyond that of the individual. In addition, students explore their families of origin as a ground for working with others. The course consists of lectures, student presentations, class discussions, and experiential exercises.

PSY 669 Meditation Practicum III - 5cr - Faculty
Offered by the Contemplative Psychotherapy (MA) Department.
A continuation of PSY 608 and PSY 658 with an emphasis on the practice of mindfulness/awareness sitting meditation. Practice-oriented talks will be given by the instructor during the course of the semester.

PSY 670 Transpersonal Psychology - 2cr - Deborah Bowman and John Davis
Offered by the Transpersonal Counseling Psychology (MA) Department.
This course is an introduction to family process and family systems. The purpose of the course is to assist the student to experience the shift in perception that comes from seeing a family as a system — with its own organization and life — beyond that of the individual. In addition, students explore their families of origin as a ground for working with others. The course consists of lectures, student presentations, class discussions, and experiential exercises.

PSY 671 Psychology of Meditation II: Applications to Counseling - 2cr - David Chernikoff, Marvin Casper, and Bruce Tift
Offered by the Transpersonal Counseling Psychology (MA) Department.
This course builds on the foundation provided by PSY 621. Emphasis is on deepening the understanding of the essential principles of meditative awareness. The specific focus is on the way meditation can support the counseling relationship.

PSY 674 Adult and Career Development - Art Therapy - 2cr - Ron Huefile
Offered by the Transpersonal Counseling Psychology (MA) Department.
Students learn about normal and abnormal development and clinical art therapy for clients from the ages of 18 until death. Readings from Jung, Levinson, Gilligan and others will be coordinated with relevant art therapy literature to provide a solid theoretical base for treatment.

PSY 676 Psychology of the Body II - 2cr - Anne Cole
Offered by the Somatic Psychology (MA) Department.
Carl Jung, although primarily interested in the psyche which he saw as distinctly different from the body, had many interesting things to say about the life of the body. In this course we will look into Jung's ideas about the psyche/soma/spirit connection, and we will also read later Jung theorists, such as Arne Mindell, who have been concerned with the body. We will investigate how psyche/soma/spirit manifests in myths and dreams. We will explore these ideas, theories, and archetypal manifestations can be used personally and clinically.
Courses

PSY 677 Child-Adult Development - 3cr - Howard Aposhyan
Offered by the Somatic Psychology (MA) Department.
This course provides an overview to the major theories of psychological development across the lifespan. Information from a broad range of perspectives will be covered including: biological, psychoanalytic/dynamic, cognitive, social learning, and cross cultural.

PSY 678 Psychopathology I: Sanity and Neurosis - 2cr - Marybeth Keigher
Offered by the Contemplative Psychotherapy (MA) Department.
Intrinsic health is the ground of our experience, yet we lose touch with that fundamental nature again and again. This course explores the sequence of events through which we become caught up in the creation of “story-lines” about who and what we are. We explore the essentially painful nature of living within such a “story,” which is a patchwork of events, real and imagined. Emphasis is on recognizing the experience of sanity in the midst of pathology. Readings are selected, which invite students to experience fully the personal and painful nature of such psychopathology as it occurs in our own lives and in the lives of those who have written about their experience. The stages of the recovery of health are introduced in this course along with an introduction to diagnosis and the use of testing in appraisal.

PSY 679 Meditation Practicum IV - 5cr - Louise Fabbro
Offered by the Contemplative Psychotherapy (MA) Department.
This course is a continuation of PSY 669.

PSY 680 Group Dynamics and Leadership - 2cr - Helena Unger, Christina Kauffman, and Roland Evans
Offered by the Transpersonal Counseling Psychology (MA) Department.
This course examines basic concepts and theories about groups, including membership, participation, activities, problems, and styles of leadership, which have practical application to a wide variety of group experience. Experiential exercises demonstrate theoretical concepts.

PSY 681 Gestalt Community Intensive - 2cr - Gary Mueller
Offered by the Transpersonal Counseling Psychology (MA) Department.
This course may be taken after the completion of PSY 601 and PSY 652. Designed as a five-day summer intensive in a retreat setting, this course provides further opportunities for the integration of the gestalt approach for the beginner and mastery of skills for the more advanced learner. Required for certification in Gestalt Therapy Studies.

PSY 686 Body and Therapeutic Change - 2cr - Susan Aposhyan
Offered by the Somatic Psychology (MA) Department.
Working with the body can provide excellent leverage for working with the mind. The study of the movement and psychology of the body systems from PSY 636 continues. By combining the theoretical tools of developmental movement and body systems, we synthesize an approach to diagnosis, therapeutic exchange and intervention. Prerequisite: PSY 636.

PSY 687 Clinical Orientation - 1.5cr - Janice Bull
Offered by the Somatic Psychology (MA) Department.
The purpose of this course is to teach the basics of working in the health care delivery field. On-site clinical visits introduce the student to different facilities, while lectures focus on charting, treatment team issues, special populations, therapeutic contracts, and multi-modal care.

PSY 689 Maitri Program I - 2cr - Faculty
Offered by the Contemplative Psychotherapy (MA) Department.
Please refer to the Contemplative Psychotherapy (MA) Department program description.

PSY 699 Independent Study - 1-3cr - Faculty

PSY 700 Research and Statistics - 2cr - John Davis
Offered by the Transpersonal Counseling Psychology (MA) Department.
This course surveys research methods and statistics as they apply to counseling psychology, psychotherapy, art therapy, and somatic psychology. Topics include philosophical issues, rigor, types of psychological research, descriptive and inferential statistics, experimental and correlational methods, qualitative methods, test construction, needs assessments, program evaluation, research ethics, the structure of research reports, and strategies for literature searches. The course seeks to be applicable and useful for both professional and personal growth and includes lecture, discussion, and practice exercises.

PSY 701 Gestalt Awareness III - 2cr - Gary Mueller, Linda Blakeslee, Mary Schlesinger, and Diane Wyler
Offered by the Transpersonal Counseling Psychology (MA) Department.
The third semester is structured to provide each student with the opportunity to practice facilitating Gestalt work with sensitive supervision and video playback. The theme is the artful delivery of therapy and timing of interventions.

PSY 702 Jungian Dreamwork - 2cr - Anne Cole
Offered by the Transpersonal Counseling Psychology (MA) Department.
This course focuses on study and practical work with dream interpretation from a Jungian perspective. Dreams are explored as a therapeutic tool, and students are critiqued as they develop skills in guiding the dream interpretation process. Prerequisite PSY 602.
Courses

PSY 704  Art Therapy Skills III: Imagery and Practice  - 2cr  - Bernie Marek
Offered by the Transpersonal Counseling Psychology (MA) Department.
This course expands and deepens one's knowledge and skillfulness to evoke and facilitate patient and client artistic expression and relationship to the art product. Various viewpoints regarding interpretation and meaningfulness of the art product are explored.

PSY 706  Integrating Therapeutic Modalities  - 2.5cr  - Janice Bull
Offered by the Somatic Psychology (MA) Department.
This course examines various therapeutic modalities from a body-centered and movement therapy perspective. Modules of other creative art therapies as well as other somatic disciplines are introduced and applied to body psychology and dance therapy. The course is a blend of theory and practical application, orienting students towards their practicum placements.

PSY 707  Special Populations: Multicultural Issues (Sections A & B)  - 1.5cr  - Nicol McGough
Offered by the Somatic Psychology (MA) Department.
This class is designed to give students an overview of multicultural issues and cross-cultural issues in relationship the psychotherapeutic process. Specific populations to be covered include: Native, Asian, Latino and African American groups, as well as sexual preferences and religious orientation issues. This class features four guest speakers as well as a day-long, cross-cultural sensitivity and diversity training session. Section A (Somatic MA only): 1.5 credit hours; Section B (Transpersonal and Contemplative MA): 1.5 credit hours.

PSY 708  Contemplative Psychotherapy Seminar  - 2cr  - Faculty TBA
Offered by the Contemplative Psychotherapy (MA) Department.
The joining of contemplative practice with the basic principles of interpersonal psychology creates a powerful psychotherapeutic discipline. In this way, one's personal development is completely linked to the cultivation of health and intelligence in others. Emphasis is on the nature of discipline in the therapeutic relationship, the process of exchange, compassionate action, and the variety of possibilities for transmuting illness to health. Buddhist approaches and those of other contemplative traditions are explored. Class format emphasizes student discussion of key issues.

PSY 709  Meditation Practicum V  -  .5cr  - Faculty
Offered by the Contemplative Psychotherapy (MA) Department.
This course is a continuation of PSY 679.

PSY 710  Family Systems  -  2cr  - Donna Ewy and Suzanne Pope
Offered by the Transpersonal Counseling Psychology (MA) Department.
This course examines the family as a system with an organization and life beyond that of the individual. Discussions and exercises focus on the applications of systems theory to the dilemmas facing families in this time of social transition. In addition, students explore their families of origin as a ground for working with others.

PSY 714  Special Populations: Multicultural Issues Art Therapy  -  2cr  - Anne Shopp
Offered by the Transpersonal Counseling Psychology (MA) Department.
This course is designed to provide an overview to the issues faced by some of the most common special populations worked with by therapy practitioners. Students will come away from the course with a broad base of knowledge on how to work with different issues that people struggle with and be able to come up with treatment interventions specific to their discipline. An area of special consideration will be Multicultural issues.

PSY 716  Systems Skills in Body-Based Psychotherapy  -  2cr  - Faculty TBA
Offered by the Somatic Psychology (MA) Department.
The exploration of family and social systems as higher levels of body organization is the perspective of this course. It combines family and social systems theory with somatic perspective to provide an overview for treatment.

PSY 717  Group Process II  -  non-credit  - Faculty TBA
Offered by the Somatic Psychology (MA) Department.
This course is a continuation of PSY 617.

PSY 718  Community and Organizations  -  2cr  - Karen Wilding and Wren Fritzlan
Offered by the Contemplative Psychotherapy (MA) Department.
This course provides an exploration of the social and cultural context within which the psychotherapist works, giving us an opportunity to widen our view beyond the psychotherapeutic dyad to the larger world around us. It includes the study of working with subgroups including ethnic minorities and those with differing lifestyles. Other topics include "community", psychotherapy and social responsibility, community needs of the City of Boulder, and socially engaged psychotherapy. Students are encouraged to apply the material to their past and present experience, as well as to investigate the meaning of community in relation to the Contemplative Psychotherapy graduate program itself.

PSY 719  Group Process V  -  .5cr  - Helena Unger, Senior Teacher
Offered by the Contemplative Psychotherapy (MA) Department.
This course is a continuation of PSY 639.
Courses

PSY 720 Meditation Practicum I: Cultivating Awareness - 1cr - Dale Asrael and Faculty
Offered by the Transpersonal Counseling Psychology (MA) Department.
This course is designed to support students in continuing the practice of mindfulness-awareness meditation begun in PSY 521. Students meet in small groups for sitting and walking meditation sessions and discussion. Individual meditation instruction is provided.

PSY 722 Dynamics of the Intimate Relationship - 2cr - Robert Diehl
Offered by the Transpersonal Counseling Psychology (MA) Department.
This course explores relationships as a dynamic process to more deeply understand the nature of self. The development of the relationship is examined as a path to wholeness, with focus given to understanding the various stages in light of potential opportunities for growth and change. Particular attention is given to facilitating the relationship counseling process through lectures, dyadic experiences and demonstrations. Students have the opportunity to experience various methods, as both counselor and client, as appropriate.

PSY 726 Laban: Observation and Assessment - 2cr - Faculty
Offered by the Somatic Psychology (MA) Department.

Offered by the Somatic Psychology (MA) Department.

PSY 728 Therapeutic Relationships I - 2cr - Sharon Conlin and Karen Kissel Wegela
Offered by the Contemplative Psychotherapy (MA) Department.
This course provides an exploration of the professional practice of psychotherapy, which is seen as the joining of the personal discipline of mindfulness/awareness practice which cultivates self-understanding with the interpersonal discipline of cultivating healing relationships. All three courses (PSY 728, PSY 758, and PSY 788) include both experiential and intellectual components. Therapeutic Relationships I. This class emphasizes current counseling theories and their application as well as providing training in clinical skills.

PSY 729 Group Process VI - .5cr - Helena Unger, Senior Teacher
Offered by the Contemplative Psychotherapy (MA) Department.
This course is a continuation of PSY 719.

PSY 730 Incest and Sexual Abuse - 1cr - Holly Smith and Jenny McKillop
Offered by the Transpersonal Counseling Psychology (MA) Department.
This course addresses the various causes, consequences, and indicators of incest and sexual abuse. Students learn assessment, treatment, and the legal considerations of this increasingly visible problem.

PSY 736 Methods of Psychotherapy - 1.5cr - Howard Aposthyan
Offered by the Somatic Psychology (MA) Department.
This course examines how different theoretical perspectives translate into therapeutic interventions. Major contributors to the field of psychotherapy are covered. In the process of this exploration, basic concepts and theories of group dynamics are explored and applied to experiential exercises.

PSY 737 Ecotherapy - Earth/Body Universal/Mind - 2cr - Howard Aposthyan
Offered by the Somatic Psychology (MA) Department.
This course examines the emerging fields of EcoPsychology using Ted Roszak's *The Voice of the Earth* as the primary text in an exploration of the ways in which human connectedness, or disconnectedness, from nature impacts individual bodymind health. A special emphasis will be placed on understanding the metaphoric and literal aspects of the earth as a sustaining body, and the notion of consciousness as pervasive.

PSY 738 Psychopathology II: Psychosis - 2cr - Julian Stollmeyer
Offered by the Contemplative Psychotherapy (MA) Department.
From the Buddhist point of view, psychosis involves a particular kind of journey through six psychological realms. What occurs is nothing less than the attempted transformation of self. This course studies the psychotic experience as it appears in community life, the family, childhood, and adulthood. The various psychological and logical operations that underlie confusion, paranoia, hallucination, and delusion are examined in clinical material. We discuss the Buddhist understanding of the nature of mind, and how it allows for new social and individual treatments. Assessment and diagnosis of psychotic disorders are highlighted in this course. During the second half, we examine selected approaches to treatment and the journey of recovery.

PSY 739 Meditation Practicum VI - .5cr - Faculty
Offered by the Contemplative Psychotherapy (MA) Department.
This course is a continuation of PSY 739.

PSY 741 Solution - Focused Brief Therapy - 2cr - Lisa Sydow and Mary Mills
Offered by the Transpersonal Counseling Psychology (MA) Department.
This course introduces Solution focused therapy as developed within the brief therapy tradition. This model is simple and elegant as well as powerful and effective in its application to a variety of presenting problems. A Solution Focused approach is based on the respectful assumption that clients have the inner resources and intelligence to construct effective solutions to their problems. Through readings, case examples, video-audio presentations and classroom "sessions" students learn to apply this model in working with multiple problem situations, how to utilize clients' current resources and images of future goals, and how to facilitate client self-empowerment. Particular emphasis is given to the application of this model in marriage and family therapy.
Courses

PSY 748  Psychology of Aging  - 2cr  - Victoria Howard and Jamie Emery, Carole Fleming, and Reggie Gray
Offered by the Contemplative Psychotherapy (MA) Department.
Aging is a psychological and physical situation common to all of us. By making friends with where we are in the human life cycle, and allowing ourselves to experience impermanence and loss, we are able to enter the world of the older adult. Through lectures, contemplation, writing, discussion and field work, we explore the common issues pertaining to both our families and to other older adults.

PSY 749  Group Process VII  - 1cr  - Helena Unger, Senior Teacher
Offered by the Contemplative Psychotherapy (MA) Department.
This course is a continuation of PSY 729.

PSY 751  Gestalt Awareness IV  - 2cr  - Betty Cannon, Ben Cohen, and Gary Mueller
Offered by the Transpersonal Counseling Psychology (MA) Department.
The fourth semester incorporates outside video work with class members and in-class supervision of work. Students have opportunity to explore their own creative style and utilize all their skills.

PSY 754  Art Therapy Skills IV: Contemplative  - 2cr  - Bernie Marek
Offered by the Transpersonal Counseling Psychology (MA) Department.
This course expands on the role of contemplation in art therapy. Maitri Space Awareness practice in conjunction with visual art process heightens our sensitivity and refines our perceptions of archetypal energetic principles with shape and color our understanding and responsiveness to our world.

PSY 756  Birth and Death in Body Psychotherapy  - 2.5cr  - Christine Caldwell
Offered by the Somatic Psychology (MA) Department.
In this course we explore two lifecycle areas that are rarely addressed in movement therapy. First, we examine the effects of pre- and peri-natal trauma on adult patterns and pathologies. Second, the dying process is introduced as a vivid 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.

PSY 758  Therapeutic Relationships II  - 2cr  - Sharon Conlin and Karen Kissel Wegela
Offered by the Contemplative Psychotherapy (MA) Department.
The second class in the Therapeutic Relationships sequence, this class emphasizes the study of professional roles and standards including ethics, legal issues and credentialing.

PSY 759  Meditation Practicum VII  - 0.5cr  - Faculty
Offered by the Contemplative Psychotherapy (MA) Department.
This course is a continuation of PSY 739.

PSY 761  Gestalt Theory  - 2cr  - Betty Cannon
Offered by the Transpersonal Counseling Psychology (MA) Department.
The Gestalt approach is a powerful, provocative and holistic way of understanding and working with body, speech, and mind. By focusing on the details of moment-to-moment experience and on the interplay between the individual and the environment, Gestalt seeks to develop self-knowledge, satisfaction, self-support and clear boundaries. The course includes readings, lectures, discussions and experiential exercises, both in the classroom and outdoors.

PSY 764  Art Therapy Clinical Observation  - 1cr  - Faculty
Offered by the Transpersonal Counseling Psychology (MA) Department.
The course will provide an opportunity for the students to develop basic art therapy clinical skills through on site observation at an agency, institution, or hospital. The lectures focus on further development of students clinical skills, including Treatment planning, Assessment, and Group Development.

PSY 767  Group Process IV  - non-credit  - Faculty TBA
Offered by the Somatic Psychology (MA) Department.
This course is a continuation of PSY 617.

PSY 768  Topics/Contemplative Psychotherapy  - 1.5cr  - Karen Kissel Wegela
Offered by the Contemplative Psychotherapy (MA) Department.
This course is designed for students and program graduates who wish to more deeply explore the Buddhist Mahayana teachings and their application to the psychotherapeutic endeavor. Texts differ each year and have included Khenpo Tseulrim Gyamtso Riponche’s Progressive Stages of Meditation on Emptiness, Santideva’s A Guide to the Bodhisattva’s Way of Life, and The Tibetan Book of the Dead.

PSY 769  Group Process VIII  - 1cr  - Helena Unger, Senior Teacher
Offered by the Contemplative Psychotherapy (MA) Department.
This course is a continuation of PSY 749.

PSY 770  Meditation Practicum II: Developing Compassion  - 1cr  - Dale Asrael and Faculty
Offered by the Transpersonal Counseling Psychology (MA) Department.
The development of compassion as the basis of the counseling relationship is explored in this course through the practice of longlen (exchange of self and other) from the Buddhist tradition. Group sessions of sitting and walking meditations, discussions, and individual instruction are provided.
Courses

PSY 772  Hakomi: Grounding the Transpersonal - 2cr - Diana Guth
Offered by the Transpersonal Counseling Psychology (MA) Department.
Using the Hakomi Method as a foundation, we study, explore and experience the integrated use of the transpersonal, the personal and the body in psychotherapy. Emphasis is on grounding transpersonal perspectives and insights into everyday life. Hakomi is a method of mindful attention to the body and special states of consciousness. It is especially suited to the purpose of bringing the transpersonal realms into present-felt experience. The learning format includes talks and experiential processes. In addition to Hakomi theory and techniques, areas covered include using ritual, dream, essence, and mystery in psychotherapy.

PSY 775  Music Therapy Special Populations - 2cr - Laura Beer
Offered by the Transpersonal Counseling Psychology (MA) Department.
This course familiarize students with the special needs of the following populations and explores music therapy approaches appropriate to each population: developmentally disabled, psychiatric, rehabilitation, geriatric, hospice, and general medical.

Offered by the Somatic Psychology (MA) Department.

PSY 778  Transition, Lifestyles, and Career Development - 2cr - Lou Stenger
Offered by the Contemplative Psychotherapy (MA) Department.
This course provides an exploration of life transitions and their implications for professional psychotherapists and counselors. Topics include lifestyle issues, career selection and counseling process, career transitions, leisure and retirement, right livelihood and the ideal of the bodhisattva. Attention will be paid both to the student's personal experience and also to the implications for counseling others. Contemplative and conventional approaches will both be explored.

PSY 779  Meditation Practicum VIII - .5cr - Faculty
Offered by the Contemplative Psychotherapy (MA) Department.
This course is a continuation of PSY 759.

PSY 780  Therapy With Children and Adolescents - 2cr - Dusey Horner
Offered by the Transpersonal Counseling Psychology (MA) Department.
Basic theoretical foundations and therapeutic interventions with children and adolescents are presented in this course. Aspects of therapy, including working with families are examined through lecture, case presentations, lab experience and role play.

PSY 781  Introduction to Sandplay Therapy - 2cr - Betty Jackson
Offered by the Transpersonal Counseling Psychology (MA) Department.
This course will introduce students to the tools, techniques and process used in the practice of Sandplay therapy as developed by its founder, Dora M. Kalff. Sandplay, which draws its theoretical base from Jungian Psychology, utilizes a small-scale sandtray and collection of miniature figures with which clients create pictures or scenes. This activity enables clients to symbolically express and work through unconscious contents, activating healing movement in the psyche.

PSY 782  Approaches to Couples Counseling - 2cr - Jean Jamerson
Offered by the Transpersonal Counseling Psychology (MA) Department.
This course presents theories, frameworks, and strategies for working with couples. Emphasis is on the practice and experience of relationship counseling. Students strengthen basic counseling skills, build confidence in conflict resolution, and gain experience working with couples. In the context of professional skill development, personal relationships are explored.

PSY 785  Music Therapy Pre-Field Placement - 2cr - Faculty
Offered by the Transpersonal Counseling Psychology (MA) Department.
This class is intended to prepare students for the Music Therapy Field Placement. Students will provide music therapy services in a community agency setting with a special population. Clinical experiences will be discussed during a weekly class meeting, and each student will present a case study.

PSY 786  Group Dynamics - 1.5cr - Howard Apshyan
Offered by the Somatic Psychology (MA) Department.

PSY 788  Therapeutic Relationships III - 1cr - Faculty
Offered by the Contemplative Psychotherapy (MA) Department.
This class provides integration of Therapeutic Relationships I and II. The emphasis in this class is on developing the student's clinical skills and on preparing for the clinical internship.

PSY 789  Maitri Program II - 2cr - Faculty
Offered by the Contemplative Psychotherapy (MA) Department.
Please refer to the Contemplative Psychotherapy (MA) Department program description.
PSY 798 Theory and Practice of Group Therapy - 2cr - Robert Unger
Offered by the Contemplative Psychotherapy (MA) Department.
This class provides a comprehensive introduction to the theoretical and practical aspects of effective group leadership. Theories of group therapy will be studied. Other issues include factors which effect group dynamics such as size, composition and types. Group leadership will be discussed in the context of the contract, group resistance, transference and countertransference, cohesion, aggression and hostility, and acting out. Students will have the opportunity to play the group leader and receive feedback from the instructor and teaching assistants.

PSY 800 Field Placement I - 3cr - Daphne Chellos
Offered by the Transpersonal Counseling Psychology (MA) Department.
The student works a total of 700 hours in community agency settings.

PSY 804 Field Placement I: Art Therapy - 3cr - Anne Shopp
Offered by the Transpersonal Counseling Psychology (MA) Department.
Students work as art therapy interns for a minimum of 700 hours in community agencies, hospitals, and institutions (according to AATA guidelines). At least 350 hours of direct client contact is supplemented by treatment team meetings, documentation, clinical supervision, and in-service training.

PSY 805 Field Placement I: Music Therapy - 3cr - Laura Beer
Offered by the Transpersonal Counseling Psychology (MA) Department.
The student will work as a music therapy intern for a total of 900 hours in community agency settings in accordance with AAMT regulations. The field placement includes participation in team treatment meetings, documentation, clinical supervision, and in-service education.

PSY 808 Field Placement I - 4cr - Cheryl Dixon, Coordinator
Offered by the Contemplative Psychotherapy (MA) Department.
During this nine-month internship, students work 20-30 hours per week (minimum of 700 hours required) in a psychological field work setting. While studying and working alongside mental health professionals, students bring the principles of contemplative psychotherapy to the practices of counseling, therapy, group work, and inpatient care.

PSY 810 Professional Seminar and Ethics I - 2.5cr - Reesa Porter, Roland Evans, and Shana Stanberry
Offered by the Transpersonal Counseling Psychology (MA) Department.
Along with the supervision that takes place at the field placement location, interns receive tutoring in small groups from experienced clinicians of The Naropa Institute faculty. Practical support, professional ethics, an in-depth exploration of countertransference, and other pertinent issues are covered.

PSY 814 Professional Seminar and Ethics I: Art Therapy - 3cr - Anne Shopp and Faculty
Offered by the Transpersonal Counseling Psychology (MA) Department.
Weekly meetings led by a registered art therapist invite discussion of professional issues relevant to the clinical practice of art therapy: art therapy assessment and treatment, co-dependency and countertransference, legal and ethical concerns. Students regularly present case material and experiences from internships sites.

PSY 815 Professional Seminar and Ethics I: Music Therapy - 2.5cr - Laurie Rugenstein
Offered by the Transpersonal Counseling Psychology (MA) Department.
This course provides a supportive and instructional forum for students enrolled in Music Therapy Field Placement. Issues relating to professional music therapy practice will be discussed. Topics covered will include ethics, licensure, therapeutic style and technique, and the function of the music therapist in various health care settings. Students will discuss these issues as they relate to their specific field placement settings.

PSY 816 Dance Therapy Internship Placement I - 2cr - Faculty
Offered by the Somatic Psychology (MA) Department.

PSY 818 Clinical Tutorial I - 2cr - Cheryl Dixon, Coordinator
Offered by the Contemplative Psychotherapy (MA) Department.
During the internship year, students meet weekly in small groups with members of the clinical faculty and use a contemplative approach to case presentation directed toward a deeper understanding of how the principles of contemplative psychotherapy manifest in clinical work. Group members also practice clinical skills in these groups.

PSY 826 Dance Therapy (DT) Internship Seminar I (Section A) - 1.5cr - Janice Bull
Offered by the Somatic Psychology (MA) Department.
During the second year, each student enters a clinical institutional setting and, under ADTR supervision, leads dance therapy groups. The internship consists of 700 hours and includes participation in treatment team meetings, documentation, clinical supervision and in-service education. The classroom seminar focuses on clinical supervision with supplemental readings, and also addresses integral issues in the transition from student to therapist.

PSY 896 Body Psychology (BP) Internship Seminar I (Section B) - 1.5cr - Susan Apostyan
Offered by the Somatic Psychology (MA) Department.
This year-long course is for body psychology majors who have completed their fieldwork requirements. It involves supervised practicum experiences that assist the student in clinical and professional activities.
Courses

PSY 830 Master's Paper Seminar I - .5cr - Faculty
Offered by the Transpersonal Counseling Psychology (MA) Department.
This course supports students in writing the required final paper. The focus of the paper is the integration of theory and clinical practice experienced in the internship setting.

PSY 836 Thesis Seminar I - 1cr - Janice Bull
Offered by the Somatic Psychology (MA) Department.
This course is designed to facilitate your understanding of the American Psychological Association rules and regulations specific to writing a Master's thesis, as well as study the structure of a thesis; provide a container to generate thesis topics that both engage the student and that would be a contribution to the field through discussion, writing, and creative brainstorming; and provide support while you tackle the daunting project of starting and writing a Master's thesis.

PSY 850 Field Placement II - 3cr - Daphne Chelos
Offered by the Transpersonal Counseling Psychology (MA) Department.
This course is a continuation of PSY 800.

PSY 854 Field Placement II/Art Therapy - 3cr - Anne Shopp
Offered by the Transpersonal Counseling Psychology (MA) Department.
Students work as art therapy interns for a minimum of 700 hours in community agencies, hospitals, and institutions (according to AATA guidelines). At least 350 hours of direct client contact is supplemented by treatment team meetings, documentation, clinical supervision, and in-service training.

PSY 855 Field Placement II/Music Therapy - 3cr - Faculty
Offered by the Transpersonal Counseling Psychology (MA) Department.
This course is a continuation of PSY 805.

PSY 856 Professional Preparedness - 3cr - Nicol McGough
Offered by the Somatic Psychology (MA) Department.
This course is designed as a concluding seminar to help prepare the student for what to expect after graduation. It focuses on ethical and legal issues, relationships to professional organizations, and employment realities. Students explore how their unconscious material furthers and hinders their relationship to ethical decision-making.

PSY 858 Field Placement II - 4cr - Cheryl Dixon, Coordinator
Offered by the Contemplative Psychotherapy (MA) Department.
Continuation of PSY 808.

PSY 860 Professional Seminar and Ethics II - 3cr - Roland Evans, Claudia Helade, Reesa Porter, and Shana Stanberry
Offered by the Transpersonal Counseling Psychology (MA) Department.
This course is a continuation of PSY 810.

PSY 864 Professional Seminar and Ethics II/Art Therapy - 3cr - Faculty
Offered by the Transpersonal Counseling Psychology (MA) Department.
This course is a continuation of PSY 814.

PSY 865 Professional Seminar and Ethics II/Music Therapy - 2.5cr - Faculty
Offered by the Transpersonal Counseling Psychology (MA) Department.
This course is a continuation of PSY 815.

PSY 866 Internship Placement II - 2cr - Faculty
Offered by the Somatic Psychology (MA) Department.

PSY 868 Clinical Tutorial II - 2cr - Cheryl Dixon, Coordinator
Offered by the Contemplative Psychotherapy (MA) Department.
This course is a continuation of PSY 818.

PSY 870 Project Demonstrating Excellence Seminar II - 2cr - Laurie Weiner
Offered by the Transpersonal Counseling Psychology (MA) Department.

PSY 871 Project Demonstrating Excellence II - 2cr - Faculty
Offered by the Transpersonal Counseling Psychology (MA) Department.

PSY 875 Music Therapy Thesis I - .5cr - Laurie Rugenstein
Offered by the Transpersonal Counseling Psychology (MA) Department.
PSY 876 (Section A) Dance Therapy Internship Seminar II - 1cr - Janice Bull
Offered by the Somatic Psychology (MA) Department.
During the second year, each student enters a clinical institutional setting and, under ADTR supervision, leads dance therapy groups. The internship consists of 700 hours and includes participation in treatment team meetings, documentation, clinical supervision and in-service education. The classroom seminar focuses on clinical supervision with supplemental readings, and also addresses integral issues in the transition from student to therapist.

PSY 876 (Section B) Body Psychology Internship Seminar II - 1cr - Susan Aposhyan

PSY 880 Master's Paper Seminar II - .5cr - Faculty
Offered by the Transpersonal Counseling Psychology (MA) Department.
This course is a continuation of PSY 880.

PSY 881 Extended Thesis (Somatic Psychology) - non-credit - Faculty
Offered by the Somatic Psychology (MA) Department.

PSY 884 Art Therapy Thesis - 2cr - Faculty
Offered by the Transpersonal Counseling Psychology (MA) Department.
Thesis research allows students to explore in depth an area of study in art therapy. The forms in which students choose to demonstrate mastery reflect their interests and expertise in art therapy as well as related fields.

PSY 885 Music Therapy Thesis II - .5cr - Laurie Rugenstein
Offered by the Transpersonal Counseling Psychology (MA) Department.
This course is a continuation of PSY 885.

PSY 886 Thesis Seminar II - .5cr - Janice Bull
Offered by the Somatic Psychology (MA) Department.
This course is a continuation of PSY 886.

PSY 887 Extended Support Seminar - .5cr - Nicol McGough
Offered by the Somatic Psychology (MA) Department.
This course is designed to provide an opportunity for third and fourth year somatic psychology students to receive support, guidance and supervision for completing their internships and theses. This is an open forum class, dictated by students' needs. This class is designed as a concluding seminar to assist students with the transition of finishing graduate work and moving out into the world. May be repeated one time.

PSY 888 Master's Paper Seminar - 1.5cr - Rita Bowman, Coordinator
Offered by the Contemplative Psychotherapy (MA) Department.
This weekend seminar meets to review and discuss students' papers on Contemplative Psychotherapy. Papers are based on their internship experiences. Each student presents his/her work to fellow students and members of the clinical faculty. Grading is on a pass/fail basis.

PSY 889 Maitri Program III - 1cr - Faculty
Offered by the Contemplative Psychotherapy (MA) Department.
Please refer to the Contemplative Psychotherapy (MA) Department program description.
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Religion (REL)

Unless otherwise indicated, courses in this discipline are offered by the Religious Studies Department.

REL 410 Senior Project I - 1.5cr - Judith Simmer-Brown
This is the first of a two-course series designed for the graduating Religious Studies student. This course explores the student's understanding of religion and religious phenomena and refines the questions which the student may have about the role religion plays in human experience. During the first semester, the student begins to choose a project in which the study of religion meets personal experience. Through readings, dialogues with other students, and short reflection papers, the student chooses a project upon which to focus during the second semester, which then culminates in a paper or an oral presentation.

REL 460 Senior Project II - 1.5cr - Faculty
An independent study course required of graduating Religious Studies seniors, designed as an independent study with appropriate faculty. A continuation of REL 410. Please sign up for IIS.

REL 499 Independent Study - 1-3cr - Faculty

REL 500 Meditation Practicum I - 3cr - Dale Asrael and Frank Berliner
During this course, students are introduced to sitting meditation practice drawn from the Tibetan Buddhist tradition of shamatha-vipashyana. Weekly lectures emphasize experiential aspects of the practice, involving such topics as the discovery of impermanence, working with emotions, and the cultivation of maitri (lovingkindness). The course includes weekly discussion groups, individual meetings with a meditation instructor and daily meditation practice.

REL 591W Theravada Vipassana Weekend: Mindfulness and Metta (Section A): Metta Meditation/Section B: Vipassana Meditation Saturday, November 4 and Sunday, November 5 - 1cr - Sylvia Boorstein
Metta (lovingkindness) and Vipassana (Mindfulness) meditation are two central meditative practices of the Theravada tradition. Each can be practiced separately and each is, within itself, a complete path. In addition, the practice of Metta which is essentially the development of meditative concentration, is a valuable preparation for Vipassana insight practice. Therefore, Saturday's seminar will be focused on Metta techniques and practice in its formal style, as found in the Metta Sutta. Sunday's seminar will focus on techniques and practices of Vipassana, as described in the Satipatthana Sutta. This intensive practice weekend may be taken as a two-day, one credit program, or as a 0.5 credit, single-day program for Saturday or Sunday, alone. The entire weekend schedule is Saturday, 9 a.m. - 5 p.m.; and Sunday, 9 a.m. - 5 p.m., continuous. Both days will be conducted in formal retreat style in a context of silence. Didactic presentations and question and answer periods will alternate with periods of silent meditation. Participants are requested to bring their lunch so that eating meditation can be part of the ongoing retreat experience. Each section is .5 credit hours.

REL 503 Tibetan I - 4cr - Ann Helm
During this class, students develop a foundation in classical Tibetan language by learning to read aloud and translate simple Buddhist texts. The first semester focuses on learning the alphabet, spelling, correct pronunciation, handwriting, grammar, and memorizing short chants. During the second semester students translate and learn to chant an entire short sūtra, and expand their vocabulary. Throughout the year students use a mandala approach of developing varied oral, aural, 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.

REL 506 Meditation Practicum: Nepal - 1cr - Clarke Warren and Steve Clorfeine
Offered by the Study Abroad Program and constitutes a core requirement for the Study Abroad Program.
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 Naropa Institute, introduces meditation in a practical way, establishes a daily practice routine, and works individually with students experiencing the groundlessness of living in a foreign culture.

REL 507 Sanskrit I - 4cr - Reginald Ray
This course provides an introduction to the classical Sanskrit language. The first year course includes developing familiarization with the Sanskrit alphabet (devanagari), mastering the conventions of euphonic combination (sambhuti), and learning the basics of Sanskrit grammar. In addition, in first year Sanskrit, we begin reading texts from the classical Indian tradition, particularly selections from the Mahabharata and Ramayana and from some simple Buddhist texts (e.g., the Heart Sutra). The first year also contains a homework lab, where students meet once a week to work on assignments together; and a language lab where students listen to the recitation of a text while they follow its written version.

REL 508 Meditation Practicum Bali - 1cr - Faculty
Offered by the Study Abroad Program and constitutes a core requirement for the Study Abroad Program.
Meditation practice will be supplemented by talks and discussions 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.

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REL 510 Introduction to Religions: Experience and Transformation - 3cr - Reginald Ray
This course explores the human thirst for spiritual experience and transformation in four "contemplative" religions: Native American, Hindu Tantra, East Asian Confucian, and Tibetan Buddhist. Through our study, we will attempt to understand how these ancient and powerful traditions see the meaning and purpose of life, and especially what they have to say to us modern people living in a "secular" and materialistic age.

REL 518 Buddhism and Social Action - 3cr - Roger Dorris
A study of Buddhism's historical and contemporary views and responses to social issues, using both traditional and contemporary "engaged Buddhism" sources. We study how current developments relate to traditional interpretations of engagement, and we forge a view by which we develop special project papers or presentations about selected aspects of social action in Buddhism.

REL 516 Nepali Language I - 1cr - Faculty
Offered by the Study Abroad Program and constitutes a core requirement for the Study Abroad Program.
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.

REL 518 Indonesian Language I - 1cr - Faculty
Offered by the Study Abroad Program and constitutes a core requirement for the Study Abroad Program.
Beginning conversational language instruction in "Bahasa Indonesia" is taught in this course. No previous experience is necessary.

REL 520 Meditation Practicum II - 3cr - Dale Asrael and Frank Berliner
This course continues the instruction in meditation practice begun in the fall semester, emphasizing Mahayana practice, including the generation of an enlightened attitude (bodhicitta), the practice of the perfections (paramitas), the training of the mind (lojong), and the exchange of self and other (tonglen).

REL 525 Contemplative Christianity - 3cr - Byron Plumley
There often seems to be a paradox between contemplative spirituality and social action. But Christian contemplative traditions allow us to go deep and discover the unity of all life. The Christian spiritual journey leads to action in the world. This course introduces the foundation of contemplative Christianity through the mystics; the exploration of contemplative life through the work of Thomas Merton; and the integration of contemplation and action in the lives of Dorothy Day and Martin Luther King, Jr. The spirituality of Jesus will inform our contemplative expression with a challenge to develop compassion and a non-violent attitude.

REL 526 Buddhist Traditions: Nepal - 3cr - Faculty
Offered by the Study Abroad Program and constitutes a core requirement for the Study Abroad Program.
This course integrates the practice of meditation with an overview of Indian and Tibetan Buddhism from a historical, philosophical and cultural perspective. Classes and readings are supplemented by day trips to monasteries, shrines and pilgrimage sites. The course is taught by Naropa faculty and draws on highly respected and accomplished Tibetan teachers from nearby monasteries. These have included Thangka Rinpoche, Tulk Ugyen Rinpoche, and Chokyi Nyima Rinpoche.

REL 529 World Wisdom: Judaism in Renewal - 3cr - Rabbi Zalman M. Schachter-Shalomi
With Judaism as the central case in point, we will examine the paradigm shift occurring in religion and at the theological underpinnings of Judaism and the past shifts that occurred in creed and deed. The theories of the Psycho-Halakhic process (by which the modifications and adaptations of tradition to the modern renewal setting are made) and Davvenology (the spiritual inner and inter-personal outer liturgical work) will be examined. The yearly calendar, Sabbath and the holy day cycles will be examined as a structure for spiritual growth. Open to undergraduates of all religious backgrounds and to non-credit students who will have to participate also in the class work and other assignments. Prerequisites: readings in Jewish traditional beliefs and practice. Clear your bibliography with the instructor or ask for a book list.

REL 530 Contemplative Hinduism - 3cr - Sarasvati Burhman
An experiential and philosophical introduction to the scriptures and spiritual practices of Hindu traditions with emphasis on the Vedas, early tantra, and the yoga sutras of Patanjali. A portion of each class is devoted to practice: meditation, pranayama, mantra and ritual.

REL 533 Tibetan II - 4cr - Ann Helm
This course is a continuation of REL 503.

REL 535 Contemplative Judaism: The Knowing Heart - 3cr - Rabbi Mordecai Tuersky
This course is a contemplative study of the Jewish religion, based on the work of Moshe Chaim Luzatto, a 17th century Kabbalistic philosopher, who developed the most systematic approach to Jewish philosophy without losing the depth of Kabbalistic perspective. The Chasidic recentering of the Kabbalah into the daily life of the simple Jew lends a unique reinterpretation of the works to be studied in the course. Offered Fall 1996.

REL 537 Sanskrit II - 4cr - Reginald Ray
This course is a continuation of REL 507.
REL 540 Religions of China and Japan: Japanese Religious Traditions and the Literary Arts - 3cr - Stephen Miller
Students explore the nature of religion and the religious in the literary arts of Japan. Readings focus on a variety of authors and words that have helped to define both the Japanese religious and literary world views including the Kojiki (8th century), the poetry of Saigy (12th century), setsuwa tale literature (11th-13th centuries), Zeami's Noh theater (14th-15th century), kabuki theater (17th century), and the poetry and prose of Basho (17th century). Emphasis is on locating and describing nexus of contact between the secular and the religious worlds and using this knowledge for understanding Western perceptions of traditional Japanese religious life. Offered Spring 1997.

REL 542 The Buddha Nature School - 3cr - Sarah Harding
The Buddha-nature or Tathagatagarbha school is best introduced through study of the important Indian treatises, the Uttaratantra, and its commentary by Asanga. This text proclaims the enlightenment of all beings and the importance of meditation practice and penetrating insight to uncover this enlightenment. This course follows this text and its contemporary commentaries in order to illuminate the powerful teachings they transmit.

REL 550 Meditation Practicum III: Maitri and Mandala Principle - 3cr - Carole Fleming and Cindy Shelton
This course continues the practicum sequence, emphasizing Vajrayana topics such as the Buddha families, including discussion of the particular neurosis and sanity associated with each family, and practical application of this material to the space awareness practices know as "Maitri."

REL 551W Compassion Without Limit - 1cr - Ven. Dzogchen Ponlop, Rinpoche
A practical workshop designed to help develop compassion toward others. Through talks and guided meditation, Rinpoche teaches and leads us in the practice of the "Four Immeasurables" (brahmaivahana), one of the most important contemplative practices of compassion in the Mahayana Buddhism of Tibet.

REL 552W Zen Intensive - 1cr - Richard Baker, Roshi
The teaching and practice of Zen Buddhism assumes that there is a Big Mind present in all our mental and physical activities, that this Big Mind can be realized, and that its realization can be matured. We look at how this Zen paradigm—its teachings, practices, and realization—can be a personal vision and part of professional contemporary psychology.

REL 553 Tibetan III - 4cr - Sarah Harding
For more advanced students, this course emphasizes reading and translation. This course is open to students who have studied for one year or more. The instructor will direct the reading of classical texts of Tibetan Buddhism. Prerequisite: REL 552 and REL 553.

REL 557 Sanskrit III - 4cr - Reginald Ray and Andrew Schelling
Continuation of the study of Sanskrit grammar. Concurrent with this, we will read selections from texts representing a variety of genres of Buddhist literature in classical Sanskrit including the Astasahasrika Prajnaramita (Perfection of Wisdom in 8,000 Lines), treating the Mahayana doctrine of emptiness, the Saddharmapundarika (The Lotus Sutra), one of the greatest of all Mahayana texts, and the great life of the Buddha, the Buddhacarita. The homework lab and language lab form important parts of the second year program as well. Offered Fall 1996.

REL 560 Nikaya Buddhism - 3cr - Judith Simmer-Brown
From the earliest period, Buddhism was known for its direct and profound investigation of experience without the overlay of beliefs or habitual patterns. Shakya Muni's discoveries yielded a dynamic psychology, called abhidharma, based upon an understanding of the human mind as an irreducible experience of impermanence, suffering, and egolessness. This course examines these discoveries made under the tree of enlightenment in the indefatigable teaching of meditation and personal examination, relying on traditional texts and contemporary commentaries. Through a combination of lectures, discussions and guided meditation, we discover the dynamic psychology of the Buddha.

REL 565 Topics in Engaged Buddhism - 3cr - Roger Dorris
In contemporary society, the AIDS epidemic serves as an emblem for the perils and promises of Western culture. Through examining the epidemic itself and the response it has elicited, we will explore the way in which American society, in particular, relates with social issues such as poverty and homophobia, medical issues, and death and dying. What has awareness brought to the situation? What is compassionate and effective action in this context? This course will integrate theoretical and practical approaches, utilizing Buddhism philosophy and meditation.

REL 566 Colloquial Tibetan: Nepal - 2cr - Faculty
Offered by the Study Abroad Program is one of the Study Abroad electives.
This course is designed to give students basic skills in the spoken Tibetan language. The students will be taught in an immersion style with flash-card study as well as small group and partnering techniques. The class will also go on "Language Excursions" to both observe and participate in every day activities using their language skills and acquiring new skills and confidence. This course should prepare the students for simple everyday interactions i.e. trekking, shopping, and simple conversation.

REL 570 Mahayana Buddhist Civilization - 3cr - Judith Simmer-Brown
A basic survey of Buddhist traditions in Asia for all Naropa students, tracing the development of Mahayana Buddhism throughout Asia. Emphasis will be placed on Buddhism as a cultural phenomenon, moving from a small
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Indian sect to a major Indian, then pan-Asian, civilization, with emphasis upon history, monastic and lay practice, art and architecture, education, and social issues. Special attention will be paid to the application of this material to the development of Buddhism in the West.

REL 572 Buddhism in Tibet - 3cr - Faculty TBA
This course will trace the development of Buddhism in Tibet, principally during the first and second spreadings of Buddhism, when most of the classical forms of Tibetan Buddhism were evolved. Attention will be given to the various roles of Nikaya, Mahayana and Vajrayana Buddhism and to the interplay of religious, social and political factors in this process. Special attention will be paid to Tibet's unique contributions to Buddhism.

REL 575 Meditation Practicum IV: Mudra Space Awareness - 3cr - Lee Worley
Space can seem hostile or benevolent, seductive or enriching. One can either fight with the situation or work with it in a creative manner by recognizing it as it is. Our perceptions are colored by neurosis or heightened by openness. This course further builds on Space Awareness teachings of Chogyam Trungpa, Rinpoche, combining Mudra Theater exercises with Maitri practice. The specific exercises offer a means for developing an appreciation of one's self and others in the context of an active, changing space. Prerequisite: REL 550, REL 556 or its equivalent.

REL 576 Nepali Language II - 2cr - Faculty
Offered by the Study Abroad Program and is one of the Study Abroad electives.
This course is a continuation of REL 516. This class will include four aspects or styles of teaching: introduction of particular language structures, drilling techniques and repetition using props and pictures, role playing, and encouragement of the language with local people. The student will be required to keep journals and notes of the classes, design flash-cards for study, and spend time on their own practicing the language with friends and local Nepalese.

REL 580 Introduction to Madhyamaka - 3cr - Ven. Dzogchen Ponlop, Rinpoche
The Mahayana Buddhist teachings on emptiness, shunyata, point out that the nature of reality is beyond conceptual mind or any other reference point. Shantideva, an important 7th century Madhyamaka master, demonstrated this through his compassionate instruction which led the student through the labyrinth of concept to its boundaries, pointing to vast space. This course is a traditional teaching on Shantideva's ninth chapter of the Guide to the Bodhisattva's Way of Life, a text both intricate and lofty. Rinpoche's talks follow the text line-by-line with lots of contemporary comment and fresh perspective. Prerequisites: REL 560 or its equivalent, or permission of the instructor.

REL 583 Tibetan IV - 4cr - Faculty TBA
Readings in classical texts and ongoing practice in speaking Tibetan with a khenpo well-versed in the fine points of Buddhist philosophy. Prerequisite: REL 503, REL 553, and REL 556.

REL 585W Spiritual Models of Social Action - 3cr - Vincent Harding
A study of selected figures who have exemplified the spiritual ideal of nonviolent social action. Among the persons to be studied will be Martin Luther King, Jr., Fanny Lou Hamer, Mahatma Gandhi, and H.H. the Dalai Lama. The course will use resources both from print and from audio-visual materials.

REL 587 Sanskrit IV - 4cr - Reginald Ray and Andrew Schelling
This course is a continuation of REL 557. Offered 1996-1997.

REL 610 Tripitaka - 3cr - Reginald Ray
This course includes a topical examination of selected texts of the Tripitaka (Vinaya-, Sutra-, and Abhidharma-Pitkas) of the early Buddhist schools. Attention also is given to the more important commentarial literature.

REL 649 World Wisdom: Life Cycle Rituals for People Helpers - 3cr - Rabbi Zalman Schachter-Shalomi
People in the helping professions are often asked to serve as clergy-resources to their clients. From birth and naming rituals, weddings and divorces to deathbeds, funerals and unvillings of grave stones, helpers are asked by their clients to assist/conduct. In this course we will examine and roleplay, survey and create de novo rituals for this era. Special consideration will be given to emerging women's life celebrations. For senior year and graduate students in the psychologies and allied fields, as well as for practicing clergy. No undergraduates or audits. Prerequisites: readings in liturgy, myth and ritual, approved by instructor. Grading by contract includes personal participation in life and year cycle rituals.

REL 650 Dathun: Month of Intensive Meditation - non-credit - Faculty
Every summer, a month-long practicum (dathun) of intensive daily group meditation is held at a nearby mountain retreat center. Students practice shamatha-vipashyana (Tibetan-style sitting meditation) with the guidance of trained meditation instructors. This training provides direct insight into the nature of the Buddhist teachings on a personal level. This is a non-credit requirement for the M.A. degree. No credit hours. Can be taken for OOR credit of 2 credit hours.

REL 660 Mahayana Texts - 3cr - Judith Simmer-Brown
A study of selected texts from the Indian Mahayana tradition, including sutra and shastras (treatises) which elucidate the experience of emptiness and radiant clarity.

REL 699 Independent Study - 1-3cr - Faculty
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REL 710 Buddha Nature/Vajrayana - 3cr  - Judith Simmer-Brown
In the third-turning teachings of Buddhism, the nature of mind and experience was presented through the paradigm of the feminine principle, the embodiment of wisdom of emptiness in compassionate manifestation. This graduate text-study seminar involves the study of the rich literature of the late Indian and early Tibetan traditions of Mahayana and Vajrayana, in which the paradigm is most apparent.

REL 760 Vajrayana Texts - 3cr  - Reginald Ray
Readings in the literature of the Tibetan Vajrayana Buddhism, including texts on such topics as liturgy, history, sacred biography, and songs.

REL 800 Colloquium I - 1.5cr  - Faculty TBA
This course constitutes a review and summation of the graduate student's study at the Institute, and revolves around preparation for the comprehensive exam taken in the spring of the second year.

REL 850 Colloquium II - 1.5cr  - Judith Simmer-Brown
This course is a continuation of the REL 800, culminating in comprehensive exams.

REL 880 Comprehensive Exam - non-credit  - Faculty

REL 885 Master's Project - non-credit  - Faculty

Theater (THR)

Courses in this discipline are offered by the InterArts Department.

THR 480 Directed Project - 3cr  - Carol Crutchlow
Under the direction of faculty, students produce a performance event. Due to the nature of theater it is impossible to predict what it will be in advance. The performance could take the form of a group collaboration, the rehearsal and performance of a script, or, alternatively, a variety of solo performance pieces. The traditional difficulties in theatrical creation - translation of concept into theatrical image, fitting the concept into the performance space, working with other people, and so on - all are seen as challenges and inspiration for the performance student.

THR 499 Independent Study - 1-3cr  - Faculty

THR 500 Actor's Journey: Fool's Capers - 2cr  - Carol Crutchlow
The only reason to perform on the stage is to illuminate some facet of human experience, whether by eloquence, passion or pratfall. For this, students are put through a process which challenges naive and fondly held concepts about themselves. That's the first step on the actor's journey. The second is to learn to focus on others. The third is to achieve playing with them. This is good training for life as well. It is called a journey because through improvisational structures and traditional acting techniques, we travel to the wacko world in order to come back and tell a tale. It is a fool's journey, but somebody has to take it for the sake of those who will watch. The last class will be a performance.

THR 503W Acting Lab I: Asian Theater Styles - 1cr  - Kevin Wesley
Fundamental principles of Asian theater are presented through brief lectures and hands-on experience. This course provides an introduction to the concepts Asian performers spend a lifetime learning. However, by exposing oneself to new ways of using body and voice, students may end up some place completely unique. Some of the work is physically demanding. Students may want to bring a small tape recorder to record vocal exercises.

THR 504W Acting Lab II: Body Speak - 1cr  - Samuel Avital
This is a mime-movement course that teaches proven, practical techniques to unleash the creative power within yourself through study and practice of ten basic principles. Mime workshop improves your communication skills in order to achieve integration of mental, emotional, and physical factors of being. Participants will learn how to allow their mind and body to speak and act in unison, how to be the author, director, and lead actor in their lives. Participants learn such mime movements as: the artistic zero, the edge, motion/stillness, the great puzzle, and more. The daily practice of the flexible cycle, a series of exercises designed to gently limber and focus all parts of the body is also offered.

THR 507W Acting Lab V - 1cr  - Faculty TBA
Opportunities arise each semester for study with working professionals and guest artists of many types of theater. A combination of weekend workshops and week-long intensives make up the 1.2 credits each term. In addition, the lab provides an opportunity for students and faculty to work together on classroom work or performance ideas.

THR 508W Acting Lab VI - 1cr  - Faculty TBA
Opportunities arise each semester for study with working professionals and guest artists of many types of theater. A combination of weekend workshops and week-long intensives make up the 1.2 credits each term. In addition, the lab provides an opportunity for students and faculty to work together on classroom work or performance ideas.

THR 520 Basic Acting I - 3cr  - Lee Wolley
In this class, we study the ground of performance: how we "are" and how we interact with others. This is a playful arena for extending our range of expression. It provides a set of tools for harnessing our erratic behavior into
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genuine creativity and communication. Students explore sources of gesture, sound and words and, by becoming familiar with stillness, learn to develop mindful-communication and spontaneity. Through solo and group exercises in presence, relaxation, intention, rhythm and repetition, we learn to reveal the moment rather than to operate from preconceptions or habitual patterns. This class is not limited to performers.

THR 525 Basic Acting II - 3cr - Lee Worley
This course number is for students wishing to return to the material of THR 520. Prerequisite: THR 520.

THR 533W Acting Lab III: Weekend Dream: Exploring the Voices of Midsummer - 1cr - Ethelyn Friend
In this workshop we'll playfully and vigorously experiment with the voice. We'll take the language of Shakespeare's A Midsummer Night's Dream -- rich with images of the natural world, unrequited love, jealousy, human and fairy mishap and big time sensuality -- as a jumping off point for vocal and physical improvisations. We will work to allow the energy of this poetry to goad and lure us out of habitual patterns, and touch undiscovered territory in our range of expression. A few memorized lines from the play will be helpful but not required.

THR 534W Acting Lab IV: We Are the Piece-Makers - 1cr - David Schein
Writers act. Actors dance. Dancers sing. Singers move. Movers write. How to make something of it? This is a process-oriented workshop for performing artists who want to explore techniques of improvising theater phrases. Participating artists will explore exercises that trigger the creation of monologues, dialogues, movement scenarios, characters, songs and simple rhythmic structures. They will create script/scores from the improvisations that intrigue them and then rehearse 3-10 minute pieces to perform and constructively discuss. Please wear dance sweats, bring a percussion instrument, and props or secret ideas you'd like to work with. (Important: notebook, pencils, and lots of energy).

THR 540 Character Acting I - 3cr - Lee Worley and Maggie Donaghy
This course develops out of the principles studied in Basic Acting: spontaneity, presence, relaxation, awareness and ensemble. Using these as the ground, it investigates the nature and development of the artistic forms and scene. Students concentrate on where and when to act, and work on characters from a variety of sources, including scripts, dreams, imagination, and everyday life. The challenge, as always, is to bring our "selves" to the characterization and genuineness to the performance.

THR 545 Character Acting II - 3cr - Lee Worley and Maggie Donaghy
This course number is for students wishing to return to the material of THR 540. Prerequisite: THR 540.

THR 550 Voice and Sound I - 3cr - Paul Oertel
During this class, we seek to maximize expressiveness and the communicative ability of the voice, as well as other ways of making sounds. The inspiration may be to read a poem, sing, lecture, act, play a musical instrument, free the breath in dancing, or explore the relationship between sound and movement. We are searching for the universal principles that underlie performance and expression of all kinds, although the primary focus will remain related to the voice.

THR 555 Voice & Sound II - 3cr - Paul Oertel
This course number is for students wishing to return to the material of THR 550. Prerequisite: THR 550.

THR 560 Mudra Space Awareness I - 3cr - Lee Worley
Space can seem hostile or benevolent, seductive or enriching. One can either fight with the situation or work with it in a creative manner by recognizing it as it is. Our perceptions are colored by neurosis or heightened by openness. This course combines Mudra Theater exercises designed for performers by Chogyam Trungpa Rinpoche, with theater exercises from the work of 20th century Western directors. It also works with qualities of space and form exemplified in the five Buddhist families. The specific exercises are physical, yet simple work. They offer a means for developing an appreciation of one's self and others in the context of an active, changing space.

THR 565 Mudra Space Awareness II - 3cr - Lee Worley
This course number is for students wishing to return to the material of THR 560. Prerequisite: THR 560.

THR 570 Advanced Voice I - 2cr - Paul Oertel
This course is offered specifically for those students who are interested in exploring in depth, through the use of vocal and sound expression, their particular chosen discipline. The class is open to students from all departments, not exclusively performing arts majors. The work is performance-oriented, with students presenting regular showings of work in their field of study, i.e. readings, songs, movement or dance, instrumental presentations, or any relevant expression where voice or sound come into play. The class is designed for students who either have taken THR 550, or who have other previous experience with and commitment to a specific expressive need, and who are committed to working on their own material outside of class.

THR 575 Advanced Voice II
This course number is for students wishing to return to the material of THR 570. Prerequisite: THR 570.
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Traditional Eastern Arts (TRA)

Unless otherwise indicated, courses in this discipline are offered by the Traditional Eastern Arts Department.

TRA 300 Exploring the Traditional Eastern Arts - 2cr - Jane Faigao, Bataan Faigao, Bill Scheffel, Jude Blitz, Ravi Dykema, and Instructors from the Ryukyu Kyudojo

Starting with sitting meditation, the experience of being and breathing in a stationary position is explored. The class progresses to Yoga and an understanding of a variety of still positions held in space. Tai-chi Ch’uan follows, giving the student basic principles of how the body/mind moves in the world. Aikido further explores principles of how one person moves and interacts with another. And finally Kyudo (Zen archery) examines principles of how one relates to an object in space. This course is taught by five different faculty of the department. This course is not designed to teach the individual forms of these traditions but is instead intended to provide an experience of the essence and philosophy of each tradition and to examine how each tradition relates to the others.

TRA 499 Independent Study - 1-3cr - Faculty

TRA 500 Shambhala Meditation Practicum I - 3cr - Bill Scheffel

The Shambhala tradition is a secular approach to meditation that was first introduced in this country by Chogyam Trungpa Rinpoche. Weekly talks provide a thorough training in sitting meditation practice, and explore the issues of artistic expression, becoming genuine, taking social responsibility, and understanding the sacredness of the world. The class includes weekly discussion groups, film presentations, meetings with meditation instructors, and daily meditation practice.

TRA 505 Tai-Chi Ch’uan: Level I - 2-3cr - Jane Faigao and Bataan Faigao

The first third of the form is introduced. The philosophy and theory of Tai-chi Ch’uan is discussed. The basic principles of relaxation, body-upright, movement initiated from the center or “tan tien,” separation of yin and yang, and developing a sensitive hand are emphasized. 3 credit hours, undergraduate; 2 credit hours, graduate.

TRA 510 Aikido I - 2-3cr - Jude Blitz

We begin with centering ourselves and bringing that awareness to the situation of “conflict.” We simultaneously practice the kata of clean powerful attack, harmonious defense responses, and ukeme, the art of falling. Emphasis is placed on extending energy, creative aliveness in the martial situation, and transforming the encounter to one of excitement and harmony. This class establishes links to the Aikido lineage and the contemporary training communities. 3 credit hours, undergraduate; 2 credit hours, graduate.

TRA 515 Yoga: Level I - 2-3cr - Ravi Dykema

This class presents an introduction to the vast tradition of Raja Yoga. Students gain both an understanding of yoga in its historical and social context and an experience of its methods, which constitute an in-depth exploration of breath, movement, and consciousness. Raja yoga helps us live more in the present moment by directing our attention to our bodies, sensations and feelings. The practice coaxes us to engage in a gentle dialogue with our breath, our limbs, our spine, and our moments-to-moment experience. The result is a quieter, more sensitively aware mind and a relaxed yet invigorated state of being. The students explore body and mind synchronization through Hatha Yoga asanas (exercises which create sensitivity, alignment and ease), Pranayama (breath awareness and control), Laya Yoga (work with the chakras), Jnana Yoga (deep relaxation practices), and karnas (cleansing practices). 3 credit hours, undergraduate; 2 credit hours, graduate.

TRA 520 Ikebana - 2-3cr - Kyoko Kita, Sensei with Carol Halpern

Sogetsu School, in conjunction with Kalapa Ikebana School, presents this special course on Japanese flower arranging. Kyoko Kita, Sensei, is one of the foremost Ikebana teachers in this country. Students of any level from beginning to expert are welcome. Emphasis is on Ikebana as a contemplative or “dharma” art, using the discipline of the Sogetsu School as a basis. 3 credit hours, undergraduate; 2 credit hours graduate.

TRA 525 Tai-Chi Ch’uan: Level II - 2-3cr - Jane and Bataan Faigao

The first third of the form is corrected. The second third of the form is taught. While continuing to work on the basic principles, the concepts of becoming more relaxed, soft, and open in our body and mind is emphasized. 3 credit hours undergraduate; 2 credit hours graduate.

TRA 530 Aikido II - 2-3cr - Jude Blitz

This class continues to build directly on the basic Aikido teachings and philosophy to create greater centered and calm response in the martial art encounter. Its application in response to conflict in our personal lives is fostered. Relaxed, non-aggressive learning is emphasized. Greater stamina of body and attention are developed. 3 credit hours undergraduate; 2 credit hours, graduate.

TRA 535 Yoga II - 2-3cr - Ravi Dykema

This class extends the student's awareness and skills further. The students learn more advanced breathing practices (pranayama), concentration practices (dharana), meditation (dhyana), internal and vocal sound (mantra), and dietary guidelines. Permission of instructor is required. 3 credit hours undergraduate; 2 credit hours graduate.

TRA 545 Tai-Chi Ch’uan: Level III - 3cr - Jane and Bataan Faigao

The first two-thirds of the form are corrected. The last third is taught. Emphasis is on balance, rootedness, breath, centeredness and the other basic principles.
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TRA 550 Aikido III: Sword - 2-3cr - Jude Blitz
Calm confidence and grace emerge naturally with the continued study of Aikido movement. Consistent practice strengthens our bodies and our concentration. One becomes more comfortable with the "confusion", the unknowing that precedes knowing. Becoming more relaxed under pressure, speed, complexity, simplicity and open-heartedness begin to enter the martial art engagements. One begins to understand how practice might become a lifetime commitment. 3 credit hours undergraduate; 2 credit hours graduate. Offered for the 1997 academic year.

TRA 555 Yoga III - 2-3cr - Ravi Dykema
In this class students begin working with the chakras (inner energy vortices) and the energies that flow through them. This requires that the students purify themselves using more advanced cleansing practices, and review and refine their basic skill, such as effortless movement, breath control and relaxation. All students are required to practice daily at home. Minimum prerequisites: completion of two semesters of Level I, one semester of Level II, and permission of the instructor. 3 credit hours undergraduate; 2 credit hours graduate. Offered for the 1997 academic year.

TRA 565 Tai-Chi Ch'uan Level IV: Push Hands - 2cr - Jane and Batoon Faigao
Push hands, a two-person Tai-chi Ch'uan exercise, is the most immediate practical application of the T'ai-chi Ch'uan form. Students learn to relax while in relationship with someone else's energy. They experientially learn the principles of center and balance and the power of yielding, and begin to utilize these principles not only in the push hands situation but in everyday situations as well. Push hands processes our tension and resistance in the body. Minimum prerequisites: completion of the form and form correction. Prerequisites: Permission of the instructor.

TRA 570 Aikido IV - 2-3 - Jude Blitz
This course is a continuation of TRA 550. Prerequisite: TRA 550 or permission of the instructor. 3 credit hours undergraduate; 2 credit hours graduate. Offered for the 1997 academic year.

TRA 575 Yoga IV - 2-3 - Ravi Dykema
This is a continuation of TRA 550. Prerequisite: TRA 550 or permission of the instructor. 3 credit hours undergraduate; 2 credit hours graduate. Offered for the 1997 academic year.

TRA 580 Shambhala Meditation Practicum II - 2-3cr - Bill Scheffel
TRA 585 Tai-Chi Ch'uan Level V: Sword Form - 1cr - Jane and Batoon Faigao
The T'ai-chi Ch'uan sword is a practice that further extends the principles of integrated movement, relaxation, balance and chi while relating to an external object. This could be a brush, as in the realm of calligraphy and painting, or, in this case, a sword. The sword is not wielded by using muscle and physical strength, but by using the body's natural structural and dynamic characteristics and the forces that operate in the environment. By permission of the instructor, for students who have previous experience studying T'ai-chi Ch'uan form and push hand.

TRA 589 Senior Colloquium - 1cr - Faculty
This course is required in the fourth semester. It is a process class and includes writing a journal which addresses how the student connects practice of discipline to experience in life and how the student is learning to embody the contemplative way of life. The class involves preparation of a senior project. Offered for the 1997 academic year.
Courses

Writing and Poetics (WRI)
Courses in this discipline are offered by the Writing and Poetics Department.

WRI 310 Writing Poetry: Deep Song - 3cr - Julie Patton
Poetry happens wherever the polyphony of the senses falls in concert and we are tempted to record it as our own "deep song" (Lorca). This workshop explores writing as deep listening and speaking. Students keep a journal of observations and experiences, prepare an ongoing master-project, complete reading and writing assignments, and participate in individual and group critiques. Open to BA Writing Program students. Others by permission of the instructor.

WRI 311 Writing Fiction: Short Forms - 3cr - Bobbie Louise Hawkins
This writing workshop focuses on the short story. Students are expected to finish three short stories, each taken through progressive drafts. New work or work-in-progress will be expected for each class. The focus is on telling and defining a story and developing an ear for dialogue. Students will be asked to bring a dialogue they have overheard and transcribed, and will be expected to keep a journal of "free writing." Restricted to BA Writing Program students. Others by permission of the instructor.

WRI 322 Poetry Practicum - 1cr - Anne Waldman
In this weekend workshop we will leap and bound through a progression of writing experiments including cut-up, collage, memory work, "sketching," object description and portraits à la Gertrude Stein, spontaneous oral compositions, etymological research, collaboration. We will also look at various poetic statements and manifestos by modernist and contemporary writers in an attempt to articulate our own vision and practice. Recommended for all Writing & Poetics BA students. Required reading: The Poetics Of The New American Poetry, In The American Tree, Disembodied Poetics: Annals of the Jack Kerouac School. Open to all undergraduate program students including Founding Year students.

WRI 360 Writing Poetry - 3cr - Andrew Schelling
A poetry writing workshop. Also a time to examine poetry in its most primal manifestations - the fur, feather, sinew and skeleton of the language - which is the breath of air, sharp as a consonant, expansive as a vowel. In what sort of dens do the words hole up, how do we find them, what do we do with them on the page and in the air? This puts us into the range of study known as Ethno-poetics. We'll use Jerome Rothenberg's anthology Technicians of the Sacred as a source book. Weekly poetry assignments, practice in the oral recitation of verse, a study of poetic vocabulary so students can speak knowledgeably and accurately about poems in their luminous details, and a final hand-made chapbook due at the close of the semester. Open to BA Writing students only. Others by permission of instructor.

WRI 361 Writing Fiction - 3cr - Keith Abbott
The class will concentrate on developing short stories and generating assignments from them. Monologues, Dialogue, and Point of View will be stressed, along with techniques of revision. There will be weekly assignments and one revision of a short story required by the end of the class. Open to BA Writing students only. Others by permission of instructor.

WRI 451 Summer Writing Program Week 1
The Summer Program in Writing and Poetics is a month-long convocation of students, scholars, fiction writers, Buddhist teachers, Sufi Anarchists, feminist scholars, poets and translators. In dialogue with renowned practitioners of the poetic arts, students confront the composition of poetry and fiction. Each summer practitioners of visual and performance arts join poets and fiction writers in collaborative situations. Faculty and students meet individually and in small groups, so that beginning and experienced writers find equal challenge in the program.

WRI 452 Summer Writing Program Week 2
This course is a continuation of WRI 451.

WRI 453 Summer Writing Program Week 3
This course is a continuation of WRI 452.

WRI 454 Summer Writing Program Week 4
This course is a continuation of WRI 453.

WRI 499 Independent Study - 1-3cr - Faculty

WRI 520 Rebel Angels: The Open Road 1884-1990 - 3cr - Keith Abbott
The course examines The Open Road Tradition of Picarouge Heroes and Heroines in both American Fiction and non-fiction. In chronological order the book list includes: Huckleberry Finn by Mark Twain; a California Pioneer Memoir, In the Land of the Grasshopper Song by Mary Ellicott Arnold and Mabel Reed; And Their Eyes Were Watching God by Zora Neale Hurston; A Walk on the Wild Side by Nelson Algren; Dharma Bums by Jack Kerouac; Fear and Loathing in Las Vegas by Hunter Thompson; Anywhere But Here by Mona Simpson; Tripmaster Monkey, and His Fake Book by Maxine Hong Kingston. Regular short essays required. Outside reading mandatory. Open to BA & MFA Writing Program students only. Others by permission of instructor.

WRI 522 Practice of Translation - 3cr - Anselm Hollo
This is a workshop based on the idea that "translation" equals "transformation." How do the choices we make when we translate our thoughts into words through vocabulary, style, conceptual approach, when we write anything at all, affect the results? How do we know that the literature in translation we read is an accurate reflection of the
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original? What is an accurate reflection? These are a few of the questions we'll be examining, while also attempting to create our own translations, either from languages we know, or from one kind of English to another. For theoretical and practical background, we will be reading material from The Craft of Translation, edited by John Biguenet and Rainer Schulte, and Nineteen Ways of Looking at Wang Wei, by Eliot Weinberger and Octavio Paz. Weekly assignments and discussion topics will be decided by consensus. Assignments will consist of individual or team projects developed in the workshop. Open to MFA Writing Program students only. Others by permission of instructor.

WRI 525 (Section A) Trends in Contemporary Literature: Introduction to Contemporary Criticism - 3cr - Steven Taylor
This course is intended to introduce students to some basic terms and issues in contemporary critical thought. We begin by asking questions such as: What is language and how the meaning is produced? What is subjectivity and how is it produced? What is ideology and how does it shape the way we use language? How are identity, gender, sexuality, ethnicity, and class constructed in and through language? Readings will be selected from linguistics, psychoanalysis, anthropology, literary criticism and cultural studies. We will read, among other things, Jakobson on asaphia, Marx on the acrobatic table, Freud on the fetish, Lacan on the mirror, Foucault on the author, Kristeva on the impossibility of the feminine, Cixous on writing, and celebrate our bewilderment in the series of one-page essays. Open to BA & MFA Writing Program students only. Others by permission of instructor.

WRI 525 (Section B) Trends in Contemporary Literature: Liminal Spaces - 3cr - Julie Patton
Literature "is at once a reality of the virtual and the virtuality of the real" (Bachelard). We'll discuss the worlds, words, and spaces poets produce and invoke, examine relationships between form and meaning, and grapple with the ancient poeticspheres reverberating in the work of Breithwaite, Vicuna, Mackey and others. Reading and discussion of selected texts, writing assignments. Open to BA & MFA Writing Program students only. Others by permission of instructor.

WRI 526W Poetry Practicum: Roots and Flowers - 1cr - Jane Hirshfield
In the course of our two days together, I hope we will develop a heightened historical sense of what makes us feel that a certain piece of writing possesses "the mind of poetry." We will investigate this by looking at poems that have the feeling of being "early" in the history of poetry, and seeing if we can begin to work out together a descriptive vocabulary for the various sources of their power. Open to BA & MFA Writing Program students only. Others by permission of instructor.

WRI 527W Fiction Practicum - 1cr - Bill Barich
On Writing Fiction: Where Imagination and Reality Intersect. How does a writer take the raw materials of his or her life and transform them into a credible fictional world? How does he or she avoid the trap of writing stories that sound "made up"? We'll be looking at the short fiction of Raymond Carver, Alice Munro, and Grace Paley (among others) to see how they've managed to create believable (though invented) narratives, with particular attention to the process of editing one's work. Students must submit a brief sample of their writing and will be asked to try and improve it using the skills they acquire during the course. In addition, we'll devote one session to the practical aspects of the writing life and why it affords so many diverse lessons in humility.

WRI 533 (Section A) Literature Seminar: Great Texts: 20th Century European Poets - 3cr - Anselm Hollo
A reading of significant 20th century poets from various European countries and languages (Apollinaire, Blyle, Mayakovsky, Lorca, Akhmatova, Sódergran, Salzmann, and others), with an emphasis on the poets featured in The Random House of Twentieth-Century French Poetry edited by Paul Auster. This is a required text. We'll discover and discuss cross-cultural influences by these writers on their American colleagues (from William Carlos Williams to Alice Notley). Open to BA & MFA Writing Program students only. Others by permission of instructor.

WRI 533 (Section B) Literature Seminar: The Feeling Tone: Four Writers - 3cr - Bobbie Louise Hawkins
In this seminar students will study writing by Colette, Michael Ondaatje, Lucia Berlin, and John Berger. These writers come from different countries, grew up in different life-styles with different kinds of education, are individually unique and important in the literary world for their brilliance and their width of insight. We will read G and Pig Earth by Berger, Earthly Paradise by Colette, Homesick by Berlin, and Coming Through Slaughter and The English Patient by Ondaatje. Two major papers, requiring outside research, will be assigned, the first to be tendered at the sixth week, the second at the twelfth week. There will also be less demanding assignments concerning aspects of these writer's works and lives during the semester. Open to MFA Writing Program students only. BA by permission of instructor.

WRI 534 MFA Lecture Series IV: The Cantos of Ezra Pound - 3cr - Andrew Schelling
"All times are contemporaneous in the mind." Like no other poem before or after, The Cantos have followed this thought as a beacon. The class studies what critic Hugh Kenner calls "the Pound era" - Imagism, Victorism, and those poets Pound developed his verse in dialogue with: H.D., William Carlos Williams, William Butler Yeats, Marianne Moore. Then to ancestral presences - troubadours of Provence, lyre players of Greece, poet-exiles of Tang China, dancers of the Japanese Noh. With Homer and Dante's as guides, to set sail through time and space, visiting the planet's verse traditions, the politics, the economics - to read the whole of The Cantos and a great deal of Pound's prose. Open to BA and MFA Writing Program students only. Others by permission of instructor.

WRI 538W Poetry Practicum - 1cr - Clayton Eshleman
This is an intensive weekend workshop taught by a distinguished visiting faculty member. The practicum requires 15 student/teacher contact hours including a 2 hour long faculty reading. The class is intended to provide an opportunity for a hands-on exchange of information between the student and the visiting artist on a topic in which
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he has unusual expertise. The practicum combines scholarly pursuit, Socratic dialog, and writing experience in an atmosphere that fosters lively exploration of issues pertinent to the craft of fiction. Open to BA and MFA Writing Program students only. Others by permission of instructor.

WRI 537W Fiction Practicum - 1cr - Bill Barich
This is an intensive weekend workshop taught by a distinguished visiting faculty member. The practicum requires 15 student/teacher contact hours including a 2 hour long faculty reading. The class is intended to provide an opportunity for a hands-on exchange of information between the student and the visiting artist on a topic in which he has unusual expertise. The practicum combines scholarly pursuit, Socratic dialog, and writing experience in an atmosphere that fosters lively exploration of issues pertinent to the craft of fiction. Open to BA and MFA Writing Program students only. Others by permission of instructor.

WRI 580 Eco-Lit - 3cr - Jack Collom
Our accelerating awareness of the ecology: human/Earth, in that it "covers the world," may well inform radical changes in the literature of the future. This course, through a combination of exposure to and practice of the widest possible range of environmentally oriented writings - old and new nature poetry, philosophical essays, scientific fact, conservation polemics, fables, bumper stickers, eco-journals, concrete confections, and many other genres - attempts to lay a basis of variety and perspective for carrying one's language resources alertly into the coming age. Authors include Thoreau, Rachel Carson, D.H. Lawrence, anonymous Celts and Africans, Gary Snyder, Aldo Leopold, Susan Griffin, Alexander Pope, and a biomass of others. The course includes much student writing, both creative and analytical. Open to BA and MFA Writing Program students only. Others by permission of instructor.

WRI 581 Outreach Project - 1-3cr - Jack Collom
Under the troubled social conditions and botched economies of recent times, burgeoning numbers of people are being denied basic cultural needs. Directed by MFA students, Outreach places members of the Kerouac School in local prisons, schools, homeless shelters, halfway houses, hospitals and retirement homes, to unlock the voices of others, to inspire and instruct them in the language arts. Students receive a course credit while going into the worlds as cultural workers, improvising and sharpening their own teaching skills. Open to BA & MFA Writing Program students only. Others by permission of instructor.

WRI 582 Letterpress Printing - 3cr - Julie Sebo
This course introduces the long-standing tradition of letterpress printing techniques. Students will learn how to hand-set type and operate platen or proof press using distributable type, fine handmade papers, inks of diverse color and tones. The class will develop their skills by breaking into groups in order to work on their own projects. Broadsides, poetry/prose chapbooks and art books will be produced. Open to BA & MFA Writing Program students only. Others on space available basis by permission of instructor.

WRI 583 Letterpress Printing: First Impression - 3cr - Brad O'Sullivan
As writers, the practice of setting movable type and printing texts by hand is an invaluable aesthetic and practical resource. This class will explore letterpress printing from the writer's point of view. Incorporating the writer's considerations with elements of typography, bookmaking, visual design and layout. As writers/printers, we will investigate the letterpress possibilities for our own work, and will determine specific projects by consensus in the spring. Open to BA and MFA Writing Program students only. Others by permission of instructor.

WRI 699 Independent Study - 1-3cr - Faculty

WRI 711 Practice of Fiction: Building Blocks - 3cr - Keith Abbott
The basic building blocks of fiction will be studied. Exercises in Point of View, Monologue, Dialogue, Character, and Scene construction, Fiction, drama, and movies by Sam Shepard, Lucia Berlin, Louise Erdrich. David Mamet, William Burroughs, William Faulkner, Eudora Welty, Raymond Chandler, and Quentin Tarrantino, among others will be studied. Restricted to MFA Writing Program students. Others by permission of instructor.

WRI 713 (Section A) Creative Reading and Writing: The Long Poem - 3cr - Anne Waldman Dates: October 23 - December 7
In this intensive seminar we address the vision, shape, praxis of the long poem as we are work on our own serial/epic texts. Weekly writing and reading assignments that engage all six senses utilizing techniques for experimental range - memory, dream, scholarly ancillary research, dis-location of the "I", translation, augury, prophecy, myth, eros, mishap and politics. All these will fuel "the poem." Readings in Pound's Cantos, Olson's Mafium, H.D.'s Helen in Egypt, William C. Williams' Paterson, Žukofsky's "A", Gertrude Stein's 3 Senses in Meditation, Kerouac's Mexico City Blues, Philip Whalen's Scenes Of Life At The Capitol, John Ashbery's Three Poems & Flow Chart, Diane di Prima's Loba, Bernardette Mayer's Memory & Utopia, Anne Waldman's Iouis, others. Students are expected to put together a little book of their work and write a paper on one of the above texts. Since this is a condensed Reading & Writing seminar it is recommended that students read the texts in advance and keep a journal of their writing. Required for new poetry track students. Open to MFA Writing Program students only. Others by permission of instructor.

WRI 713 (Section B) Creative Reading and Writing: The Poem and the Journal - 3cr - Andrew Schelling
A creative writing course in which the emphasis is on 'reading and walking with pen in hand' - concentrating on keeping a journal of thoughts, studies, explorations, scholarly readings, news events, excursions, dreams, conversations, and other possibilities. Weekly assignments inspireing you to take notes like a spy. Then draw on this rough material and make "serial" poems that sweep up the range of events - poetics, politics, myth, history, ecology. Each participant will draw on these jottings for an essay as well as poems. Getting your facts and observations down accurately permits you to get wild and far cut in other ways. Readings are in the works of
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writers who compose elements of the moment to enter the writing continually - H.D. Thoreau, Gary Snyder, Joanne Kyger, Beverly Dahlen, Robert Duncan. Restricted to MFA Writing Program students. Others by permission of instructor.

WRI 720 Practice of Poetry - 3cr - Anselm Hollo
An exploration of poetic forms based on students' writing and materials provided by the instructor. These materials include poetry and considerations of poetry, and we'll examine the work of both modern and postmodern authors. Course texts include The Teachers and Writers Handbook of Poetics Forms, edited by Ron Padget, and Postmodern American Poetry: A Norton Anthology, edited by Paul Hoover. Open to MFA Writing Program students only. Others by permission of instructor.

WRI 721 Practice of Fiction: Short Forms - 3cr - Bobbie Louise Hawkins
This writing workshop focuses on the short story. Students are expected to finish three short stories, each taken through progressive drafts. New work or work-in-progress will be expected for each class. The focus is on telling and defining a story and developing an ear for dialogue. Students will be asked to bring a dialogue they have overheard and transcribed, and will be expected to keep a journal of "free writing." Restricted to MFA Writing Program students. Others by permission of instructor.

WRI 751 Summer Writing Program Week 1
The Summer Program in Writing and Poetics is a month-long convocation of students, scholars, fiction writers, Buddhist teachers, Sufi Anarchists, feminist scholars, poets and translators. In dialogue with renowned practitioners of the poetic arts, students confront the composition of poetry and fiction. Each summer practitioners of visual and performance arts join poets and fiction writers in collaborative situations. Faculty and students meet individually and in small groups, so that beginning and experienced writers find equal challenge in the program.

WRI 752 Summer Writing Program Week 2
This course is a continuation of WRI 751.

WRI 753 Summer Writing Program Week 3
This course is a continuation of WRI 752.

WRI 754 Summer Writing Program Week 4
This course is a continuation of WRI 753.

WRI 760 Practice of Poetry - 3cr - Anselm Hollo
This writing workshop will focus on the participants' own poems, their intentions and realizations, triumphs, disappointments, and creative mistakes. We will bear in mind John Ashbery's remark: "It's rather hard to be a good artist and also be able to explain intelligently what your art is about. In fact, the worse your art is, the easier it is to talk about it. At least, I'd like to think so." The book Unending Design: The Forms of Postmodern Poetry by Joseph M. Conte (Cornell University Press) will be required reading; highly recommended are A Poetics by Charles Bernstein (Harvard University Press) and Talking in Tranquility: Interviews with Ted Berrigan (O Books). Open to MFA Writing students only. Others by permission of instructor.

WRI 761 Practice of Fiction: Bad Business: Character, Scene and Setting - 3cr - Keith Abbott
The workshop will concentrate on character, scene and setting in fiction writing. Our texts will be mystery or crime novels: Dashiell Hammett's The Maltese Falcon, Raymond Chandler's The Big Sleep, Frances Fyfield's Not That Kind of Place, Sue Grafton's D is for Deadbeat, PD James and Elmore Leonard. The weekly assignments will come from these texts. Half the class time will be on texts, the other half on student writing. Open to MFA Writing students only. Others by permission of instructor.

WRI 770 Practice of Poetry - 3cr - Steven Taylor
Course description TBA.

WRI 771 Practice of Fiction: Writing and Reading - 3cr - Bobbie Louise Hawkins
Editing and revision are crucial components of the fiction writing process. Progressive drafts of stories give the writer the opportunity to bring more than one mind to the process. In this Spring semester two stories will be taken through three drafts, with intensive editing done by other MFA writers in the class toward the second draft, and an intensive one-on-one session with Hawkins toward the third draft. Three additional stories will be verbally dealt with in class. Exercises and a journal of overheard dialogues will broaden the range of the class still further. Restricted to MFA Writing Program students.

WRI 773 Creative Reading and Writing - 3cr - Anne Waldman
Course TBA.

WRI 880 Manuscript - 6cr - Faculty
In keeping with the dual approach of the department - Writing and Poetics - the student submits a creative manuscript of literary merit (65-150 pages of poetry or fiction), a critical essay of 25 pages, and a booklist or bibliography. Students submit their manuscripts during the last semester, however, the work is done during the whole course of graduate study under the guidance of Writing and Poetics faculty/advisor. The critical essay is an original scholarly or research paper which may be accompanied by a video or audio tape, illustrations, or performance. The essay should be scholarly, though the term need not mean "academic." We are interested in original creative thinking rather than scholastic book learning.
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WRI 881 Extended Manuscript - non-credit - Faculty
Writing and Poetics MFA students who have not completed the coursework required for the manuscript, may qualify for extension of the manuscript semester. For more information please see the "Special Student Status" section in the Student Handbook.
Faculty

Full-Time Faculty

Keith Abbott  Writing & Poetics
B.A., San Francisco State University
M.A., Western Washington University
Keith hails from the Bay Area, but was born in the Pacific Northwest, an environment often used as a backdrop for his writing. His recent books are: First Thing Coming (Coffee House Press), and Downstream From Trout Fishing in America: A Memoir of Richard Brautigan (Capra Press). His next book, Racer, was characterized by a German reviewer as being about "James Dean's younger brother, only not nearly as noble." He is an accomplished calligrapher.

Susan Aposhyan  Somatic Psychology
B.A., University of Virginia
graduate study, New York University
M.A., The Naropa Institute
Susan received certification from the School of Body-Mind Centering in Amherst, Massachusetts, under the direction of Bonnie Bainbridge Cohen. She has studied psychology, and biomechanics on a graduate level at University of Virginia and New York University, and has been involved in teaching and performing new dance forms. She has a private practice in movement therapy in addition to directing the M.A. in Body Psychology at The Naropa Institute. She is the author of Natural Intelligence.

Dale Asrael  Transpersonal Counseling
B.S. Northwestern University
Teacher certification, Notre Dame University (Canada)
Dale has worked in the field of contemplative education for over 20 years. Prior to her residency as Head of Meditation and Education at the Rocky Mountain Dharma Center she was a core teacher and assistant director at the Vidya School. A student of the Ven. Chogyam Trungpa, Rinpoche since 1973 she has led retreats and seminars throughout the U.S. and Canada. She is currently exploring the application of Buddhist meditation to hospice and prison environments and to the process of conflict resolution.

Janice Beard Bull  Somatic Psychology
B.F.A., Wichita State University
M.A., The Naropa Institute
Janice (A.D.T.R., L.P.L.) is the Director of the Somatic Psychology Department at The Naropa Institute. She has been involved in the creative process of teaching and healing for more than 10 years. A dancer, baker, and creative arts therapist, Janice focuses on the body as a primary vehicle for being in this world in a healthy, sane, and creative way.

Deborah Bowman  Transpersonal Counseling
B.A., University of Kansas
Ph.D., Union Institute
Deb formerly chaired the M.A. Transpersonal Counseling Psychology Program, former president of Boulder Graduate School, and co-founder of the Women's Institute of Boulder. She is a certified Gestalt therapist in private practice, and a former instructor at the National Outdoor Leadership School. She specializes in the dream-painting process, combining art therapy, Jungian, transpersonal, and gestalt therapy.

Richard Brown  Early Childhood Education
B.A., Knox College
graduate study, Earlham School of Religion
Certificate in Elementary Education, University of Denver
M.A., The Naropa Institute
Richard has practiced educational therapy and taught early elementary grades in public schools. He taught for seven years at The Vidya School, a contemplative elementary school, where he became Head Teacher. For the past several years he has been teaching education courses and is now directing the Early Childhood Education program at The Naropa Institute.

Diane Butler  Dance/Movement Studies
B.F.A., The Juillard School
graduate study, Univ. of Colorado, Wesleyan University
Diane directs InterArts Studies at The Naropa Institute. She assisted New York choreographer Ruby Shang in setting site-specific works in the U.S., Europe and Japan from 1983-90. Sites included the Cooper Union Project, Eiffel Tower, NY Public Library, Lincoln Center, and collaborations with Bill T. Jones and Butoh artist Akaji Maro at the American Dance Festival, St. Marks Church and Toga Festival (Japan). She served as a Teaching Artist for The Lincoln Center Institute and as a guest faculty member for the Colorado Dance Festival, Performing Arts High School, Rutgers University, Hofstra University, and studies in Germany, France, and Finland. In 1990 she was invited to perform and teach in Colorado communities through the Aesthetic Education Institute and Young Audiences. She has received grants from The Neodata Fellowship, the Boulder Arts Commission. She has been awarded a 1995 Djerassi Artists Residence Program award for her work as a founding member of the Mariposa Collective.

Marvin Casper  Contemplative Psychology
B.A., City College of New York
M.A., advanced graduate study, New York School for Social Research
Marvin chairs the Contemplative Psychology Department. He has taught at The Naropa Institute
Faculty

for many years, and is the editor of two of Trungpa Rinpoche's books: Cutting Through Spiritual Materialism and Myth of Freedom.

Dee Joy Coulter  Foundation Year
B.A., M.A. University of Michigan
Ed.D., University of Northern Colorado
Dee taught learning disabled students for 12 years. She directed a school for dropouts (Title VIII), designed and coordinated a teacher research center and has written and directed numerous educational grant projects and has consulted with school systems on aspects of teacher training and creative education. For the past 15 years, she has taught educational courses in neuroscience at Colorado colleges, and taught in the Graduate Psychology Department at the University of Northern Colorado. She conducted cognitive evaluations in private practice, and presented lectures and workshops nationally. She serves as faculty in the M.A. Psychology department and collaborates on the development of the B.A. Education program at The Naropa Institute.

Eagle Cruz  Environmental Studies
B.A., University of California-Davis
A Yaqui from southern Arizona, Davis, was raised as a young boy in a traditional way, steeped in the ceremonial lifestyle. He is an adopted member of the Lakota people of South Dakota, has been a Sun Dancer, and a follower of Plains ceremonialism for the past ten years. He has a linguistics degree at University of California, Davis, where he specialized in Japanese, Chinese, and Spanish. He has taught Spanish at College of the Redwoods, facilitated a variety of community therapeutic intervention programs, and currently has a Roling practice in Boulder.

John Davis  Transpersonal Counseling
B.A., Wake Forest University
M.A., Ph.D., University of Colorado
John is a Professor at Metropolitan State College of Denver, a teacher in the Ridwan School (a spiritual work school under the direction of Hameed Ali/A. H. Almaas), and a wilderness guide in addition to his teaching at Naropa. He has published on transpersonal psychology, eco psychology, wilderness rites of passage, and research methods.

Barbara Dilley  Dance/Movement Studies
B.A., Mount Holyoke College
Barbara studied and performed dance in New York City and toured internationally with the Merce Cunningham Dance Company (1963 - 1968). Ms. Dilley participated in the Judson Dance Theater and performed with Yvonne Rainer. In 1970 she became part of Grand Union, a dance/theater collaboration that was to extend the definitions of the art of improvisation. She has choreographed and performed solo and group works in this country and abroad. Ms. Dilley designed the Movement Studies Program at The Naropa Institute and was its director for eight years. She served as president of The Institute from 1984-93, and returned to the faculty in 1994. She received a 1995 Djerassi Artists Residence Program award for her work as a founding member of the Mariposa Collective.

Roger Dorris  Religious Studies
A.A.S., B.A., Metropolitan State College of Colorado
M.A., The Naropa Institute
Roger has worked in the human services field for seventeen years, working in counseling and administration. His most recent human service efforts has focused on an AIDS prevention program with the Boulder County Health Department. He also served as a retreat coordinator at Karmo-Choling in Vermont. Roger teaches primarily in the Engaged Buddhism track in the M.A. program.

Bataan Faigao  Traditional Eastern Arts
B.A., University of San Carlos (Philippines)
M.A., New York University
M.F.A., The Naropa Institute
Bataan began studying Tai-chi Ch'uan with Grand Master Cheng Man-ching in 1968 and for the next seven years practiced under his guidance. He has been teaching Tai-chi Ch'uan since 1976. He is a full-time faculty member at The Naropa Institute and co-director of the Traditional Eastern Arts Department. He is also co-director of the Rocky Mountain Tai-chi Ch'uan Foundation.

Jane Faigao  Traditional Eastern Arts
B.A., University of Minnesota
M.A., New York University
Jane began studying with the late Grand Master Cheng Man-ching in 1968 and for the next seven years studied under his guidance. She is a full-time faculty member of The Naropa Institute and co-director of the Traditional Eastern Arts Department. She is also co-director of the Rocky Mountain Tai-chi Ch'uan Foundation.

Bette Hadler  Gerontology & Long-Term Care
B.A., University of Michigan
M.A., Ph.D., Temple University
Bette has worked for the past 35 years with Neuro-Rehabilitation teams in the treatment of communication and cognitive disorders, helping elders and their families learn to live more productive lives in spite of such conditions as Parkinson's Disease, stroke, and dementia. She has taught at major medical schools and has engaged in many research projects in neuro-cognition and neurolinguistics. She was most recently on the staff at UCLA and managed her own community based clinic. She directs the Department of Gerontology and Long-Term Care Management.

Sarah Harding  Religious Studies
B.A., The Naropa Institute
A student and practitioner of Buddhism since 1974, Sarah completed the traditional three-year, three-month meditation retreat which authorizes teachers,
under the guidance of Ven. Kalu Rinpoche. She co-founded the Tibetan language seminar, a correspondence program, and works as a Tibetan translator and oral interpreter.

Bobbie Louise Hawkins  
*Writing & Poetics*  
Bobbie has written 10 books of fiction, non-fiction, poetry and performance monologues. She has performed her work at Joseph Papp's Public Theater, Bottom Line, and Folk City in New York City. In England she has worked with *Apples and Snakes* and read at the Canterbury Festival and the Poetry Society. She wrote a one-hour play for NPR's *The Listening Ear*. She directs the fiction track in *Writing & Poetics* at Naropa.

Anselm Hollo  
*Writing & Poetics*  
*University of Helsinki, University of Tübingen*  
Anselm is the author of 35 books and chapbooks of poetry, including *Maya, Sojourner Microcosm*, and *Pick Up the House*. Recent books include *Near Miss Haiku, and West Is Left on the Map*. His work has been widely anthologized and he is a recipient of an NEA Fellowship in Poetry and two grants from The Fund for Poetry. A native of Helsinki, Finland. He has lived in the U.S. since 1967, teaching poetics and translation at many colleges and universities. Authors whose works he has translated include Paul Klee, Bertolt Brecht and Jean Genet.

Forrest Ketchin  
*Environmental Studies*  
*B.A., Georgia State University  
M.A., M.Ed., Ph.D., University of Colorado*  
Forrest is a practicing anthropologist with a background in ecology. Her special interest is the ways people interact with and learn from nature, especially the sacred dimension. In 1987/88 she studied creation centered spirituality with Matthew Fox and Brian Swimme. Over the past 15 years her pursuit of the global and pan-ecological truths having to do with nature has led to a variety of professional and volunteer efforts, including several awards.

Karen Kissel Wegela  
*Contemplative Psychotherapy*  
*B.A., University of Rochester  
M.A., Boston University  
M.A., University of Denver  
Ph.D., Union Institute*  
Karen directs the M.A. Psychology in Contemplative Psychotherapy program, and serves on the Board of Editors for the *Journal of Contemplative Psychotherapy*. She also holds Master's degrees in English Language and Literature and in Counseling. A licensed psychologist in private practice since 1977, she also has been involved in work in the public sector and has worked with the staff of The Friendship House and the Asian Pacific Center for Human Resources. Dr. Wegela has been a teacher since 1968, has worked extensively with group process since 1970.

Nicol McGough  
*Somatic Psychology*  
*B.A., Colorado College  
M.A., The Naropa Institute*  
Nicol is a registered member of the American Academy of Dance Therapists. She has been involved in the wellness and mental health care delivery system for more than 10 years, working with a multitude of different populations. A creative arts therapist, Nicole uses movement, various art media, adventure therapy, music and sand trays to facilitate client actualization and the healing process. Nicol currently directs the B.A. degree track in Dance/Movement Therapy, and is an instructor at the B.A. and M.A. levels in Somatic Psychology department at Naropa. She works as a course director, staff trainer and human resource coordinator for the Colorado Outward Bound school and is an Adventure/Wilderness Therapy consultant.

Mark Miller  
*Music*  
*B.A. Maryhurst College  
M.F.A. California Institute of the Arts*  
Mark Directs the Naropa Music program. He has worked with jazz musicians Art Lande, Paul McCandless, Mark Isham, David Friessen, John Stowell, Tuck Andress and Patti Catcacht. He has also performed and recorded with pop/fusion pianist Tom Grant and new age artists Peter Kater, R. Carlos Nakai, David Darling and Bill Douglas. With pianist Art Lande he has recorded two children's albums on the Windham Hill label. With pianist Peter Kater he has recorded sound tracks for television and off-Broadway as well as the albums *Rooftops*, *The Season, Migration and Pursuit of Happiness*.

Cynthia Moku  
*Visual Arts*  
*Studied at University of New Mexico, Eastern New Mexico University, San Francisco Academy of Art*  
Cynthia directs the Visual Arts Department. In 1973 she became a student of Kyabje Kalu Rinpoche and began the art of thangka painting. Her work appears in Buddhist publications, private collections, and at Buddhist monuments in the United States and India.

Elizabeth Carbery Neal  
*Art Therapy*  
*B.A., St. Mary's College  
M.A.T., Goucher College*  
Carbery directs the Art Therapy concentration in the Transpersonal Counseling Psychology program. She has worked as an Art Therapist in private practice and in agencies, and previously coordinated Art Therapy internships at Vermont College. She is a student of the Ven. Ugywiyihi Dhyani Ywahoo.

Ven. Dzogchen Ponlop, Rinpoche  
*Religious Studies*  
Rinpoche is the 7th of his incarnation line, connected since the time of the 5th Dalai Lama with a group of monasteries in eastern Tibet. Ven. Ponlop Rinpoche has received the most important Kagyu and Nyingma teachings and empowerments from His Holiness Karmapas, His Holiness Dilgo Khyentse Rinpoche, and
other great teachers. He was trained by Khenchen Thrangu, Rinpoche, and Khenpo Tsultrim Gyamtso, Rinpoche, at Karma Shri Nalanda Institute, the shedra or monastic college at Rumtek monastery in Sikkim. He has taught many Western students, and is the director and main teacher of the Ngedon Academy at Gampo Abbey in Cape Breton, Nova Scotia.

Reginald Ray  Religious Studies
B.A., Williams College
Ph.D., University of Chicago
Reggie studied Tibetan Buddhism in India as a Fulbright-Hays scholar for a year. Formerly Assistant Professor of Religious Studies at Indiana University in Bloomington, Dr. Ray came to The Naropa Institute in 1974 to plan and initiate the Buddhist Studies Program. He is the author of Buddhist Saints of India, published by the Oxford University Press, 1994. He is currently co-chairperson of the program and a member of the Nalanda Translation Committee.

Andrew Schelling  Writing & Poetics
B.A., University of California, Santa Cruz
graduate study, University of California, Berkeley
Andrew came to Colorado from northern California. Poet, translator, essayist, amateur anthropologist, traveler, mountaineer and scholar of the languages of India, his books of poetry include: Claw Moraine and Moon is a Piece of Tea. He has translated poetry from the Sanskrit, Hindi, and several other languages of South Asia. Two of his collections have been reprinted in India. Dropping the Bow: Poems from Ancient India won the Academy of American Poets prize for translation in 1992. Recent books are: Disembodied Poetics: Annals of the Jack Kerouac School, edited with Anne Waldman; The India Book, a collection of essays; and Old Growth, a selection of poetry and notebooks.

Judith Simmer-Brown  Religious Studies
B.A., Cornell College
M.A., Florida State University
advanced graduate study, Columbia University,
University of British Columbia
Ph.D., Walden University
Judith was trained in South Asian Religious Studies and Sanskrit at Columbia University, University of British Columbia, and Walden University. Before coming to the Institute in 1978, Dr. Simmer-Brown taught at Fordham and Western Washington Universities. She serves on the board of the Society for Buddhist-Christian Studies. She is presently co-chairperson of the Institute's Buddhist Studies department.

Anne Waldman  Writing & Poetics
B.A., Bennington College
The renowned author of more than 30 books and chapbooks of poetry, Anne has performed her work internationally, including experiments with music, dance and video. She directed the Poetry Project at St. Mark's Church-in-the-Bowery for more than a decade, and now directs the Dept. of Writing & Poetics at Naropa. She also teaches at the Institute of American Indian Arts in Santa Fe and at the Schule für Dichtung in Vienna.

Candace Walworth  Foundation Year
B.A., University of Illinois
M.A. Vermont College of Norwich University
Candace has many years experience as an educator, teaching in settings ranging from alternative high school to community college to the university. Before coming to Naropa, she toured for six years with a professional theater company, the United Mime Workers. She is currently the director of the Foundation Year Program and the Portfolio Process at Naropa.

Lee Worley  Theater
B.A. Mount Holyoke College
Lee was a founding member, actress and director of the Open Theater for seven years and a member of the Living Theater in Europe. She has collaborated with Joseph Chaikin, Sam Shepard, Jerzy Grotowski, Julian Beck, Judith Malina, Jean-Claude van Itallie and Jean-Jacques Lebel among others in the formative years of ensemble theater in New York and Paris. She taught at Sarah Lawrence College and the New School for Social Research, and in 1974 created the Theater Studies Program at Naropa. In the Fall of 1991 she was guest artist at the Cleveland Public Theater. Currently she divides her time between Naropa and working with a Mudra Theater group in Europe.
Part-Time Faculty

Eleanor Alden L.C.S.W., University of Washington, Seattle, M.S.W.; University of Puget Sound, M.B.A., has been a clinical social worker since 1968. She was on the faculty, teaching psychology to physicians at the Mercy Family Medical Residency Program in Denver from 1982 through 1988. She has been in private practice since 1984. She has studied Jungian Depth Analysis for six years at The C.G. Jung Center of Denver and the Inter-Regional Society of Jungian Analysts. Ms. Alden currently presides as President of The C.G. Jung Center of Denver.

Joan Anderson B.A., Miami University, Oxford, Ohio. Ms. Anderson studied fine arts at the Montserrat School of Art, Beverly, Massachusetts. She has worked as a graphic designer and art director as well as a painter and calligrapher. Her paintings have been exhibited nationally.

Howard Apostyan Ph.D. in Counseling Psychology, University of Oregon. Dr. Apostyan has successfully taught courses and workshops at The University of Colorado, The University of Oregon, and Montana State University. He maintains a private practice in Boulder, and is a child and family therapist with Boulder County Mental Health.

Ann Zeidman Bardwell M.F.A., University of Michigan; M.A., The Naropa Institute, Contemplative Psychotherapy; is certified as a Marriage and Family Therapist through the Colorado Institute for Marriage and the Family. During the past eight years she has worked as a child and family therapist through the Adams County Department of Social Services, Boulder Valley Public School System, and the Mental Health Center of Boulder County. Currently, Ms. Bardwell is in private practice at the Colorado Institute for Marriage and the Family working with individuals, couples and families.

Laura Beer M.A., ACMT, holds an Advanced Certification in Music Therapy. She received her Master's degree from New York University, and did post-masters training with Clive and Carol Robbins for a Certificate in the Nordoff-Robbins Approach to Music Therapy. Her clinical experience includes work with handicapped children, teens, geriatrics and clients with Alzheimer's Disease. Laura has presented her work internationally to students and fellow professionals.

Gabrielle Bersen B.A., St. John's College, Philosophy and Mathematics; M.A., The Naropa Institute, Transpersonal Counseling Psychology, has been practicing studying and teaching Buddhist meditation for 19 years. She is a painter who uses dreams and unconscious materials as her source of imagery. She is a therapist in private practice with particular interest in women's issues, dreamwork, and the therapeutic value of making art.

Linda Blakeslee M.S.W., University of Denver, is a registered nurse and is nationally board certified as a Rehabilitation Nurse Specialist. Additionally, she is a certified Gestalt and EMDR therapist and is the director of the Gestalt Institute for Professional Studies. Linda has been in private practice in the Denver area since 1986 and specializes in adults recovering from childhood trauma. Inherent in her philosophy is the belief that all human beings have a basic drive toward health and wholeness and therapy is a process of dealing with the interruptions of this natural balance.

Jude Blitz Aikido Nidan (Second degree black belt) has been a student of Hiroshi Ikeda, Sensei for 11 years. She teaches Aikido at Boulder and Loveland Aikikai. Jude holds a B.S.W. from the University of Missouri, Columbia, is a certified massage therapist and is trained in Hakomi Body Work. She has a private practice in Boulder.

Syvia Boorstein is a senior teacher from Insight Meditation West in California, and teaches often at Spirit Rock Meditation Center in Marin County. Ms. Boorstein is a particularly able teacher, combining great precision, personal warmth, and a grounded, nonreligious perspective. Previously, she has been a faculty member in Naropa's Conference on Buddhist and Christian Meditation. She is publishing a book on vipassana and metta meditation with Harper Collins, which will be available in the fall.

Pat Breslin M.A., The Naropa Institute, is a second generation Coloradan. She served in the Army for six years (they called, she lied). After her tour of duty she worked as a Veterinary Technician for almost 10 years. She decided it was time to work with people and graduated from Naropa in 1993 with an M.A. in Contemplative Psychotherapy. Besides practicing in Boulder, Pat works as an Assistant Registrar at Naropa.

Elisabeth Borden B.A., Kansas State University, M.A., University of North Texas Center for Studies in Aging, long-term care administration, is Vice President for Assisted Living and Community-Based Services for Juniper Partners. A Colorado licensed nursing home administrator, Ms. Borden has worked in the long-term care since 1976. She coordinated the development of the first two alternative care facilities in Boulder County. Ms. Borden worked for Boulder County government for 11 years, four of those as the Director of the Area Agency on Aging. She has been an advocate, trainer, and developer for long-term care services ranging from home-sharing to ombudsman programs to assisted living.

Sarasvati Bhurman M.A., University of Colorado, worked as a geneticist at Stanford Research Institute and the University of Colorado and is presently a doctoral candidate in Cultural Anthropology with emphasis in cross cultural, psychological, and symbolic approaches. She has lived and traveled in Northern India and Nepal and has conducted preliminary field studies in several Himalayan religious communities. A Vairagi nun and student of Baba Hari Das, Sarasvati has practiced and taught Ashtanga Yoga, pranayama and meditation practice, and Ayurveda for 20 years. She is academic director of the Rocky Mountain Institute of Yoga and Ayurveda in Boulder.

Jane Bunin M.S., Brandeis University, Biochemistry; Ph.D., University of Colorado, Plant Ecology, has been doing ecological consulting since 1979, as well as an active botanist and ecologist in the Rocky Mountain region and Boulder. She has taught biology, ecology, and a variety of natural science and outdoor education classes, Colleges at which she has taught include the University of Colorado, Annapurna Community College, and Brandeis University.

Janet Bychek M.S.W., University of Connecticut, has worked in a variety of clinical settings since 1978 and in private practice since 1984. Integrating her eclectic psychotherapeutic training that included psychosynthesis, addictions, and family therapy, she has also consulted, supervised, trained counselors, and led groups. Now in private practice in Denver and Boulder, she specializes in relationship work and the field of addictions.

Christine Caldwell Ph.D., A.D.T.R., L.P.C., is the Founder and a former director of the Somatic Psychology Department at The Naropa Institute. Her work began twenty years ago with dance therapy, Asten-Patterning and Gestalt, and has mutated
over the years into a form of body-centered psychotherapy that she calls the Healing Cycle. This work emphasizes the pre and peri-natal time, the transformational effect of movement processes, the practice of drying, the opportunities in addiction, and a trust in personal essence. She has taught at several universities, and teaches and lectures internationally.

Don Campbell  
North Texas State, Music Education; graduate work at Cincinnati Conservatory in Music; is the author of Music, Physician for Times to Come, Rhythms of Learning, The Roar of Silence, Musical Brain, Master Teacher: Nadia Boulanger. He is a composer and artist with eight records to his credit, including Crystal Rainbows, Runes, and Lightning on the Moon. A former student of Nadia Boulanger and Robert Casadus, he is the founder of the Institute for Music, Health, and Education in Boulder. He is also a trainer in accelerated learning and in Sound Therapy.

Harriet Campbell  
B.A., Wilson College, M.A.; University of Iowa, in studio art and art history. A student of the Tibetan Buddhist and Shambhala practice traditions for many years, she is now pursuing a lifelong interest in the contemplative arts. In 1992 she became a student of Japanese brush under master calligrapher, Eiichi Okamoto, Seattle, and is currently engaged in post-graduate work in Asian art history at the University of Colorado.

Betty Cannon  
Ph.D., Columbia Pacific University, Clinical Psychology; University of Colorado, English Literature, has been a tenured professor at Colorado School of Mines since 1978. She has been a practicing psychotherapist since 1977 and a former trainer at the Gestalt Institute of the Rockies. Dr. Cannon is a nationally known lecturer and workshop leader and is the author of Sartre and Psychoanalysis: An Existential challenge to Clinical Metatheory.

Robert Caplan  
M.S.W., Wayne State University, has experience as a public school and university teacher, clinical social worker, national trainer, artist, businessman, public speaker and seminar leader. He is currently president of High Frequency Communications, a company offering mentorship support to individuals in transition and programs devoted to psycho-spiritual aspects of personal creativity.

Jane Carpenter-Cohn  
M.A., The Naropa Institute, Psychology, is a Certified School Counselor, has 15 years of experience as an educator, has taught children of all ages and is presently working as a counselor in an alternative high school for high risk teenagers. She also is trained in marriage and family therapy as well as play therapy for children and has a private therapy practice in Boulder.

Barbara A. Carter  
M.S., Boston University, Ph.D., Union Institute, is a licensed clinical psychologist in private practice in Boulder and Westminster. She is certified in Holotropic Breathwork by Stanislav Grof with who she has studied extensively. She has worked in schools, hospitals, corporations, and clinics as a teacher, therapist, consultant, and supervisor emphasizing the compassionate integration of mind, body, and spirit.

Daphne Chellos  
M.A., L.P.C., University of Colorado, Counseling, is a psychotherapist, sex educator and certified massage therapist who has been in the health professions since 1974. She has developed and taught sexuality and ethics, psychology and communication courses and supervised counseling interns at the Boulder School of Massage Therapy since 1984. Ms. Chellos has been recognized as a pioneer in sexual ethics in the bodywork field and has published articles about the therapeutic relationship in the Massage Therapy Journal.

David Cheraiko  
M.Div., Graduate Theological Union, M.S.W., University of Denver, is a psychotherapist and meditation teacher who has been doing what he call "people work" since the early 1970's. He has worked in a wide variety of human service settings, including mental health centers, schools, hospices, churches, private practice, and development work in Nepal. Currently, David has a private counseling and psychotherapy practice working with individuals and couples in Boulder. His primary interest is in developing skillful ways to combine methods of meditation with humanistic and transpersonal approaches to psychotherapy.

Bayard Cobb  
B.A., Harvard University, M.A., The Naropa Institute, has worked as a psychotherapist for Mahri Psychological Services, the Boulder County Mental Health Center, and in private practice. She serves as resident director of Shambhala Training and director of practice and study for Karma Dzong in Boulder. She has been a teacher of Buddhist and Shambhala dharma since 1979/Stanford University from 1970-1973. Roshi has founded meditation centers in California and New Mexico, and has taught often at The Naropa Institute since 1974.

Ben Cohen  
Ph.D., University of Delaware, is a graduate of the Gestalt Institute of Cleveland's Post-Graduate Training Program. Ben has taught and supervised graduate students in Gestalt and general counseling skills. Currently on staff at the University of Colorado and the Gestalt Therapy Institute of Boulder, he mediates and psychotherapy, couples counseling, and group process.

Anne Cole  
M.S., R.N., C.S., is a psychotherapist in private practice in Pine Junction, Evergreen, and Denver, Colorado. She trained for 5 years at the C.G. Jung Institute of New York and for 2 years with the Inter-Regional Institute. She gives lectures on the psychological importance of horse mythology and symbolism and on the ecological importance of prehistoric Celtic earth worship. She is presently in the process of writing a book on horse symbolism, especially as it occurs in Celtic mythology. She also teaches Centred Riding Techniques which she uses in horse-facilitated psychotherapy.

Rae Coleman  
M.A., The Naropa Institute, 1983. has six years experience in agency mental health, in addition to a small private practice. Mr. Coleman is currently specializing in parent-infant therapy and attachment work. He has a special interest in group facilitation and expressive therapies.

Jack Collom  
M.A., University of Colorado, English, has had work published in nearly 100 magazines and anthologies here and abroad. His collections of poetry include Little Grand Island, Arguing with Something Plato Said, and B & Ball. He recently co-authored Poetry Everywhere, a book about teaching poetry to children of all ages. He has taught at Naropa for almost a decade and has been awarded two NEA Fellowships in Poetry. He directs The Kauai School's Outreach program.

Sharon Conlin  
B.N., B.S., Nursing, University of Michigan; M.A., Counseling, University of Colorado; has been practicing psychotherapy for the past 18 years. Prior to that she worked as a nurse and taught nursing for 15 years. Her clinical experience includes 8 years with Boulder County Mental Health, 4 years in Auckland, New Zealand and 9 years private practice specializing in individual, couple, and group psychotherapy.

Helena Cooper-Unger  
B.A., Sheffield College of Education, England; M.A., The Naropa Institute, Contemplative Psychotherapy; has worked for the Department of Social Services specializing in physical, emotional and sexual abuse. She has experience with family and group therapy and is currently working with The Center for Modern Psychoanalytic Studies as well as her private practice in Boulder.
Annette Crawford was director of the Aiyah Preschool in Boulder. She holds an Infant/Toddler Child Development Associates (CDA) certificate and an A.A. degree in Early Childhood Education and Management. Since 1975, when she began working with children, Annette has been directing summer camp programs and children's art classes, teaching toddlers, preschoolers and kindergartners, operating a professional infant/toddler day care home, and caring for her three children.

Carol Crutchlow B.A. Creative Writing, Ohio Univ., spent her formative years on the stage with The Firehouse Theater Company, touring the U.S. and Europe. Her main teachers in the theater have been Maggie Donaghy, Sydney Walker of The Firehouse, and Pits Pino of The Next Stage. Her most recent performance was in the Holy Cow Theater production of The Trickster Returns. She teaches acting at Naropa and at The Studio.

Richard Dart has been a student of the outdoors from more than 20 years and has studied with noted leaders in the field including Tom Brown, Jr., and Dr. James Halfpenny. Richard teaches and lectures locally throughout the Denver area. His teaching style is to incorporate the spiritual with the practical.

Molly Davies started making films in the late 1960's in New York. She has collaborated with artists such as Sage Cowles, David Tier, David Rousseau, John Cage, Alvin Curran and Polly Mosley in creating film/performance pieces at such sites as the Venice Film Festival, Cerise Pompilidou in Paris, Whitney Museum, Dance Theater Workshop, Jacob's Pillow Dance Festival, and the Indonesian Dance Festival. Davies is also working on large formal images in installations with sound by Kosaji. She teaches courses in design for intermedia performance in universities in the US, Europe and Asia.

Betsy de Castro M.A., The Naropa Institute, Contemplative Psychotherapy; B.A., University of Vermont, Psychology. Ms. de Castro is currently the coordinator of the Victim/Offender Program for the treatment of adolescent sex offenders through Boulder County Social Services Sexual Abuse Team. She has worked extensively in the field of sexual abuse treatment and prevention, including teaching sex education in schools and group homes. She is a clinical tutor for the Institute.

Robert A. Diehl B.A., University of Colorado, M.A., University of Northern Colorado, has completed five years of study and training in clinical psychology at the Fielding Institute. His interest in transpersonal spans the breadth of the field, from clinical to theoretical concerns. He is especially interested in Celtic Shamanism and the Western Mystery Tradition. Robert has been a psychotherapist since 1972, and maintains a private practice in Boulder and Denver.

Cheryl Dixon M.A., The Naropa Institute, graduated from the Contemplative Psychotherapy Program in 1993. Her Master's paper was titled "Black Therapist, White Therapy." She is a local psychotherapist with 20 years experience working with people in the mental health and medical fields. In addition to her practice she is currently working at Naropa Institute in Student Services and is the Internship Coordinator for the MA Contemplative Psychotherapy Department.

Laurie Doctor B.A., Southern Methodist University; Ms. Doctor is a calligrapher and graphic designer. She has studied Western and Eastern calligraphy with Barbara Bass, Jenny Groot, Thomas Ingraham, Mark VanStone and Ed Young.

Maggie Donaghy graduated from The Neighborhood Playhouse, New York City, the University of North Carolina, and studied with Uta Hagen, Sandy Meister, Paul Curtis, and at The Open Theater. In the U.S. and Canada, she has performed on and off Broadway, in stock, films, and television.

In Colorado, she appeared with The Shakespeare Festival, is Artistic Director of Holy Cow Theater Company, and teaches at her Studio, Looks Agency, and Naropa.

Andy Dorsey M.A., Lesley College, M.B.A., Harvard University, is a psychotherapist, career counselor, teacher and program coordinator. He has several years of experience in research and program evaluation, with a particular focus on qualitative and survey research, and has helped many counselors prepare for the statistics sections of the licensure exam. After directing the career counseling center at the Boulder YWCA for three years, he is now serving a one-year term as interim executive director of the YWCA. He also teaching Career Counseling, Human Growth and Development and Psychological Assessment at various local schools.

Bill Douglas M.M., Yale University, is a composer, pianist and bassoonist. He has made three recordings on RCA with Peter Serkin and Tashi. He tours regularly with clarinetist Richard Stoltzman, with whom he has recorded three best-selling albums on RCA, Begin Sweet World, New York Counterpoint, and Innoveros. Mr. Douglas is the director of the infamous Boulder Bassoon Band. His two solo albums, "Jewel Lake" and "Cantilena" have recently been released on the Hearts of Space label.

Rikki Ducornet teaches at the University of Denver. Novelist, poet, lithographer, and illustrator of books, she recently received a Lannan Foundation Award. Her most recent books, published by Dalkey Archives, are The Jade Cabinet and The Complete Butcher's Tales.

Ravi Dykema was granted the title Yogiraj, or "yoga adept" by his teacher, Swami Gitananda, during Dykema's four-year tenure in the early 70's as a student and faculty member of Gitananda's Yoga Vedanta University of South India in Pondicherry. Dykema has been teaching yoga classes and has had a private practice in yoga therapy for 16 years. He also publishes and edits Nexus magazine.

Howard Edson has conducted hundreds of corporate management development, team building, and leadership workshops throughout the U.S. and Asia. He draws from his corporate career with Pan American, Hewlett Packard, and ARCO. He has taught courses in counseling skills, conflict management, entrepreneurship, communications, leadership and team building. He was educated at Princeton and has done graduate work at Columbia and Pepperdine.

Katherine Woodrich Emery B.S., Northern Illinois University; M.A., The Naropa Institute, Contemplative Psychotherapy, training with the Gestalt Institute, Denver. Mrs. Emery worked as a team leader and therapist for Matri Psychologial Services and the Friendship House Project of the Boulder Mental Health Center. She has also worked extensively with the M.A. in Contemplative Psychotherapy Program and is currently Administrative Director for the B.A. in Psychology program at the Naropa Institute.

James Emery M.A. The Naropa Institute, Contemplative Psychotherapy; B.A. University of Colorado at Denver, Psychology, has worked extensively as a team leader and therapist in the Environment Treatment Mode. His work has been primarily in the field of Geriatrics and that of major mental illness. Currently, Emery is on the faculty at the Institute and is participating in developing an educational and consulting model for Geriatric Team Care.

Roland Evans M.A., University of Edinburgh, Scotland, Psychology, was born in Ireland and completed his M.A. in psychology at Edinburgh, Scotland, and completed five years training as a clinical psychologist in the U.K. National Health
Faculty

Service. His long term interests have been in creativity and states of awareness. In his therapeutic practice he focuses on unconscious processes using dreamwork and hypnotherapy.

Sue Evans MBA Finance, Michigan State University, MA Counseling, Michigan State Univ., BA Psychology, Adams State College, has worked in finance and accounting for over 14 years. Her experience includes serving as controller and Chief Financial Officer of a high tech start-up company, and managing the endowment and trust funds of a major university. She has also taught classes in accounting, accounting on computers, supervision, business, human resources, and management at Front Range and Red Rocks Community Colleges. Ms. Evans is Vice President for Business and Finance at The Naropa Institute.

Mimi Farrelly B.A. Smith College, M.A. Columbia University, M.A., A.T.R., Vermont College of Norwich University, is an art psychotherapist trained in evaluation and treatment of children and adults in clinical and private settings. She has taught and/or supervised art therapy students for Vermont College of Norwich Univ., Boulder Graduate School, and the Univ. of Colorado in Denver. Mimi’s ten years of clinical practice focus on treating child and adult survivors of sexual abuse. As painter, sculptor, and muralist, her works are found in private and corporate collections in the USA and abroad.

Kathryn J. Fennessy Ph.D., University of Florida, Clinical Psychology, has practiced psychotherapy for the past 23 years and has served as a teacher, supervisor, trainer, and consultant to a variety of individuals, groups, and organizations. She served on the faculty and as Chairperson for Psychology and Counseling at Boulder Graduate school. She is currently in private practice, supervises interns at Pathways Counseling Center, and is learning to be a documentary filmmaker.

Carole Fleming M.A., The Naropa Institute, has served as Administrative Director of the M.A. Psychology: Contemplative Psychotherapy Department. She is currently the chair of the admissions committee for the Transpersonal Psychology Department and adjunct faculty in Buddhist Studies, Contemplative Psychotherapy and Foundation Year.

Lyne Foote M.A., L.P.C., is a licensed psychotherapist in private practice in Boulder working with adults, couples, and groups. She has a traditional training in Marriage and Family Therapy from the University of Northern Colorado and extensive experience with Hakomi Therapy’s body-centered, intrapsychic process. Her work also draws from Jungian theory, Buddhist Mindfulness practice, Earth Rituals, and her own healing journey.


Athena Girodo B.A., Contemplative Psychology, Health & Healing, The Naropa Institute; certified reflexologist, International Institute of Reflexology, London, England. Athena has been practicing natural health specialist for eight years. She is originally from England where she established a natural health clinic and designed healing programs. She now resides in Boulder where her private practice draws from a broad foundation of healing therapies including reflexology, aromatherapy, herbology and lifestyle counseling.

Elena Giulini B.A., Georgetown University, M.A. in Somatic Psychology at The Naropa Institute; grew up in Germany. Elena is a Certified Practitioner of Body-Mind Centering, holds a certificate as Body-Energy Practitioner, and integrates a variety of bodywork and movement modalities into her teaching and private practice in Boulder, CO. She especially enjoys exploreing developmental movement patterns with her daughter Mara.

Darion Green M.A., M.S.W. Smith College for Social Work. As a psychotherapist, graduate level educator and consultant to non-profit organizations for the past 18 years, Darion focuses her work on bringing the transpersonal increasingly into the center of her work, in whatever setting. Currently, she has a psychotherapy practice in Boulder, directs the counseling clinic at Boulder School of Massage, and conducts wilderness quests in the warmer months.

Diana Guth M.A. The Naropa Institute; is a Certified Hakomi Therapist, Naropa graduate in Transpersonal Psychology, and a Certified Massage Therapist. She was formerly on the Board of Directors of Hakomi Institute and Director of Hakomi’s professional organization for students and graduates. In her private practice she combines body-centered psychotherapy, Jungian psychology, art therapy, bodywork and shamanism. Her focus with clients is to move through wounds and issues to transformational experience of one’s own essential nature and relationship to the earth.

Carol Halpern B.A. Fine Arts, Kansas State University, is a first level certified teacher with the Sogeking School of Ikebana. Carol has studied Ikebana for twelve years. She studied with Chogyam Trungpa, Rinpoche and helped present Dharma Art shows across the US. She is chairperson of the Kaipa Ikebana School. She was one of the original teachers at The Vidya School, a contemplative elementary/middle school, where she taught Ikebana to children for seven years.

Ann Holm B.A. History, The Univ. of Texas, attended the first Tibetan class ever offered at The Naropa Institute in 1976. Since then, she has studied at the Institute with Lama Ugyen Shenpen, Jules Levinson, and John Rockwell. She has been a member of the Nalanda Translation Committee since 1986. Currently, she is teaching Tibetan at Naropa, and studying with Dzigar Kongtrul Rinpoche. She is also editing and translating with Khenpo Palden Sherab Rinpoche and Khenpo Tsewang Dongyal Rinpoche.

Gene Hookey B.A. Psychology, Southeastern Massachusetts University, M.Ed Education/Early Childhood, Antioch University, has taught young children of all ages. She has been a teacher observer and trainer, and has taught a variety of classes and workshops for adults. She has been involved in all aspects of early childhood education for the past 20 years and has most recently been a teacher and advisory board member at Alaya Preschool. Hookey is the Assistant Director of Alaya Preschool.

Duce Horner M.A., L.P.C., is currently in private practice and has been since 1982. This practice consists of working with adults, children and families using a variety of modalities with the primary emphasis on experiential work. Additionally,
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Lynne S. Katzmann B.A. from Tufts University and a Ph.D. from London School of Economics, Department of Health Economics, specialization in the study of health policy and international health systems, a founder and President of Junior Partners and has been involved with the long-term care industry since 1981. She has been employed in a variety of public sector positions and was responsible for the creation of a program and legislation for a statewide universal health plan for the State of Oregon. While employed at Metrocare, Inc., a long-term care company, she oversaw nursing homes across the country, and developed the company’s managed care division.

Christina Kauffman Ph.D., University of Colorado, Counseling Psychology, is a practicing, licensed psychotherapist in Boulder with 13 years experience. Her training combines the traditional clinical with the humanistic perspective, and knowledge of modern systems management. Clinically, she has worked with individuals, couples and families in long and short term psychotherapy. She has worked in community mental health, and has extensive research experience in the areas of adult self-esteem, stress management and relaxation therapy, and curative and motivational factors in group process.

Terry Keepers Ph.D., Case Western Reserve; Clinical Psychology, is a licensed psychologist of Jungian orientation in private practice who has been studying the anthropology of psychological healing practices for seven years, including three years of intensive training with Michael Harner. In addition to his clinical practice, he operates the Shamanic Arts Studio and makes drums. He is co-author of the book Raising Kids Okay

Shelley Kessler Called by the New York Times as a leader in a new movement for emotional literacy,” Shelly Kessler currently leads workshops for educators and consults to schools around the country to develop curricula for strengthening emotional and social capacities, as well as "rites of passage" programs. As first chair of the Department of Human Development at Crossroads School in Santa Monica, CA, Kessler led a team in pioneering one of the first curricula to integrate emotional, social and spiritual capacities with academic learning and wrote The Mysteries Sourcebook, an educational resource used by educators throughout North America.

Kyoko Kita, Sensei is a Riji (highest-level teacher) in the Sogetsu School of Ikebana. She has been teaching ikebana for 32 years, Born and raised in Tokyo, Japan she moved to Wheat Ridge, Colorado in 1975 where she teaches ikebana, tea ceremony and Japanese cooking. She is President of Sogetsu Colorado Branch and has taught Kalapa Ikebana students since 1983.

Tracy Kityea has been studying African Dance for 15 years in Colorado, New York, France and the Ivory Coast, where she lived and studied Les Guirroiroles National Dance Company. She has had the honor of studying the dances of Senegal, the Ivory Coast, Ghana, Benin, Nigeria, the Congo, Haiti, Brazil and Cuba, all with people indigenous to each country. Ms. Kityea teaches adults and children's workshops and classes throughout Colorado and has been the principle dancer and Director with Temante, a 14 member multicultural and multigenerational African Drum and Dance Ensemble, since 1990.

Jeanne Tyger is the author of numerous collections of poetry including Tapestry and the Web, Places To Go, All This Every Day, The Wonderful Focus of You, and Going On: Selected Poems 1958 - 1980, which won a National Poetry Series award. She traveled extensively in Japan and India in the 1960s which resulted in the publication of the Japan and India Journals. Her most recent book is Just Space.

Dwye teaches classes about working with children and consults at a number of schools throughout the state. Dwyer's previous experience includes being the Director of the Gestalt Institute of the Rockies, and being the Principal of a school as well as a therapist at such school.

Bob Howard B.A., University of Kansas, trained with Alan Chadwick at the University of California, Santa Cruz. He is a member of many horticultural societies, including the biodynamic association, the Chadwick Society, and the American Rock Garden Society. He owns a landscape design and garden business in Boulder. He is the co-author, with Eric Skjef, of What Makes the Crop Rejoice.

Dessie Howard B.A., Psychology, The Naropa Institute. Ms. Howard continues to study Gagaku with both Togi, Sensei and Arawana Hayashi. She is currently the head of the Nalanda Gagaku Society in Boulder.

Victoria Howard A graduate of Barnard College of Columbia University; Ph.D. candidate, The Union Institute, Professional Psychology. Ms. Howard founded and directed Dana Home Care, a national, non-profit organization providing in-home care for frail seniors. She currently co-teaches the Psychology of Aging course in The Naropa Institute’s Contemplative Psychotherapy Program. Ms. Howard has assisted in the development of a number of innovative senior care residences in which the therapeutic environment approach is used, such as the Mary Sande House in Boulder and Temenos House in Wheat Ridge, Colorado.

Margot Isman B.A., S.U.N.Y., Literature; M.A. in Dance Movement Therapy and Certification in Dance, The Naropa Institute; Certification in Body/Mind Centering, from Bonnie Bainbridge Cohn; has performed with the Crystal Dance Company of Boulder and in the Colorado Dance Festival, and taught modern, jazz and ballet at the Boulder Community Free School for six years. She is presently adjunct faculty at Naropa in InterArts, somatic psychology, Religious Studies and Early Childhood Education. In addition, she is a certified drug and alcohol counselor at Arapahoe House in Westminster.

Betty Jackson M.S.W., University of Denver Graduate School of Social Work, is a certified Sandplay therapist who has been in private practice since 1981. She also worked as a school social worker and therapist for emotionally disturbed children in the Jefferson County School district for nine years. In addition to private practice, Betty teaches and supervises therapists in the practice of Sandplay therapy, having trained directly under her founder, Dora Kalff in Zollikon, Switzerland.

Jean Jameson B.A., University of Oklahoma, M.A., L.P.C., Boulder Graduate School, has her Master’s degree in Transpersonal Psychology with an emphasis in Jungian Psychology. She was a former member of the staff at Boulder Graduate School and the Board of Directors of Pathways Counseling Center. Now in private practice, she works with individuals and specializes in working with couples. One of her areas of interest in her counseling work is supporting the creative process, and she recently entered pieces of her work in a Wearable Art competition in Santa Fe.

Jeff Jerebker B.A. Syracuse University, Accounting; M.A. University of Wisconsin, Sociology, is president of Pinon Management Company, Inc., and is recognized statewide in Colorado for his dedication to high quality care, cost efficiency, and innovative programming for nursing homes and long-term care program management. Mr. Jerebker led the implementation of the first comprehensive psychosocial long-term care model for the chronically mentally ill in Colorado. He is the majority owner of four Colorado nursing homes.
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Art Lande  B.A.,  Williams College, is an internationally known pianist, composer and teacher. He has recorded several albums on ECM with Mark Isham, and two solo albums, Melissa Spins Away and Hardball, which was nominated for a Grammy Award. His children's albums on Windham Hill are unique in their warmth, humor and craft. Lande has performed throughout the world with Jan Garbarek, Paul McCandless, Gary Peacock, John Abercrombie, Bobby Hutcherson, Joe Henderson, and others. He is well known for his innovative approaches to teaching piano, improvisation and ear training.

I Made Lasmanaw  Indonesian College of the Arts; was born in the village of Baturiti in Bali, Indonesia. Strongly influenced by his family and involved in the arts since childhood, he entered Kotaar (Conservatory Karawitan) and continued his studies at Academy of Indonesian Traditional Music (ASKI) in Central Java. In 1983 he received his degree and became a full-time instructor at ASKI. Lasmanaw has traveled throughout the world teaching and performing with his wife Yuni Lasmanaw. In the U.S. he has taught at San Diego State University and Colorado College and currently leads the Denver-based Gamelan Tunas Mekar.

Adwos Lemioux  M.A., Dance Therapy, The Naropa Institute, began studying contact improvisation in 1981. Her interest in the pure physicality of movement and the process of interpersonal connections lead her to pursuing a M.A. degree in dance therapy from the Naropa Institute. For the past five years, has been teaching contact improvisation as an adjunct faculty member in the Movement Studies Department at the Naropa Institute. Adwos has taught at the University of Colorado and the University of Utah, at the Naropa Summer Institute and currently teaches privately. Adwos was the director of the Naropa a Summer Dance Program from 1990-92. She continues collaborating, performing and teaching within Colorado and throughout the U.S.

Darlene Lorrain  B.A., Movement and Dance Therapy, The Naropa Institute, is the Senior Teacher at Alanya Preschool, Naropa's Education program lab school. She has been developing and teaching children's programs and dance classes for 12 years in preschools, elementary schools, residential centers, museums, and continuing education programs. Her performance expertise is improvisation and contact improvisation, and she has extensive experience in many dance techniques. Ms. Lorrain is founder of Kids Creative Workshop, SPASHDANCE, and is a member of City Stage Ensemble Theater Company in Denver.

Bernie Marek  M.F.A., University of Wisconsin, studied at the Edinburgh College of Art and trained in Gestalt expressive therapies at the Pelliheim Institute, Italy. He has held the position of Instructor of Art and Expressive Therapies at the Colorado Women's College. Mr. Marek is presently employed as an art therapist on the psychiatric unit of the Boulder Community Hospital.

Suzanne Marie  M.A., has practiced in the field of bodywork and psychology since 1987. She is the founder and co-director of Integrative Body Psychotherapy of Boulder and also administrative director of the Association for Somatic Psychology. She is currently on the teaching staff for IBP of Boulder and is adjunct teaching faculty and supervisor for the Somatic Psychology Department at Naropa.

Gina Martin-Smith  B.A., University of Denver, M.A.; The Naropa Institute in Transpersonal Counseling Psychology specializing in Jungian and Buddhist studies. She has worked in private practice at The Mental Health Center in Boulder and at The Naropa Institute in advising, admissions and teaching. Whatever work she does it is in the context of exploring consciousness, through meditation, study, active imagination, writing, conversing accompanying, being.

Ernest McCoy  M.S.W., Atlanta University, is a Gestalt therapist who has studied with Jack Mulgrew, Jim Simkin, Eva and Miriam Polster, Isadore From, Gertrude Knaus, Ed Nevis and Joseph Zinker among others. In addition to his M.S.W., Ernest holds a B.A. in Music and an Ed.S. in Counseling. His hobbies include, creating music with various instruments, weight lifting, bike riding, running, tennis, teaching, reading, etc. Ernest states that the Here and Now is his place of beingness. He believes that the physical plane is a spiritual plane and that spirituality is a here and now process.

Carol Lyn McDowell  B.A., Bennington College, Choreography/Theater Design, performed and created experimental dance/performance works in New York and abroad for fifteen years. Her choreographic works have been presented in New York, Denver, Houston, Honolulu, Los Angeles, San Francisco and abroad. Commissions and grants have come from the Colorado Council on the Arts, Island Dance Festival (Honolulu), and in New York from The Kitchen, Dance Theater Workshop/Jerome Foundation, Composers Forum/DAO Art Foundation, JACAG, Performance Space 122/Jerome Foundation, & Hahnproduktions (Munich). Ms. McDowell has collaborated as a performer and/or lighting designer with numerous experimental artists including Kris Tate, Tim Miller, Yoshiko Chuma, Poo Kaye, and Karen Finley. In 1985 she received a Bessie/New York Dance and Performance Award for her "architecture of light" in John Berd's work Be Good to Me. She was awarded 1995 Djerassi Artists Residence Program award for her work as a founding member of the Mariposa Collective. Currently McDowell is Director of the Performing Arts Center at the Naropa Institute and serves as an adjunct faculty member for the InterArts Studies program and the Colorado Dance Festival.

Jenny McKeIllop  M.A., is a psychotherapist in private practice in Denver, who specializes in trauma-based therapy. She graduated from Boulder Graduate School in 1990. After training in trauma therapy under the tutelage and as an associate of John Dean’s, she began co-teaching with John specific processes for working with childhood trauma/abuse issues. As is reflected in her teaching, Jenny believes in a client-centered approach that combines compassion with directness to uncover repressed feelings often held in one's history.

Spence McWilliams, Ph.D., served on the psychology faculty of the University of Arizona and Winthrop University, where he taught courses in clinical psychology and personality theory. He maintains a regular Zen meditation practice and has studied with Charlotte Joko Beck, Zen Center of San Diego, since 1983. He currently serves as Vice President for Academic Affairs at The Institute.

Ritch Medrick  Ed.D., has devoted his professional career to exploring the connection between natural and human systems and the impact of wilderness experience on human consciousness. Trained as a philosopher, psychologist, and experiential educator, he has applied these perspectives to his work as a teacher, wilderness leader, Outward Bound director, corporate trainer, consultant, and founder of Outdoors Leadership Training Seminars, who trains facilitators to lead transformative experiences in the outdoors.

James C. Mertz  M.S., University of Northern Texas, Studies of Aging; B.A. Wartburg College, Psychology/Sociology; A.A. Des Moines Community College, Health Care Administration, has worked as a Long Term Care Administrator with The Evangelical Lutheran Good Samaritan Society since 1979.
Stephen Miller earned his MA in Religious Studies from Columbia University, and a Ph.D. in Japanese languages and literature from UCLA. Previously he has taught at UCLA and Cal State and currently is an assistant professor at the University of Colorado. He lives in Japan for eight years and will soon be publishing a book on Buddhist poetry in the imperial poetry anthologies.

Stephanie Mines Ph.D., works at the cutting edge of body-centered, expressive and holistically-orientated psychotherapy for the treatment of trauma and abuse. A 20-year-long practitioner of Jin shin Jyutsu, Dir. Mines also offers CranioSacral therapy as her overall approach to healing from trauma. Her book, The Sacred Wound: The Use of Expressive Therapy in the transformation of Sexual Abuse, is forthcoming from Station Hill Press.

Kokun Minton MBA Maharishi International University, Ph.D. (candidate) Clinical Psychology, Union Institute, is an instructor of Hakomi Integrated Somatics. He is also a certified Hakomi therapist and a certified Integrative Body Psychotherapist (Rosenberg-Rand Institute). Mr. Minton has been in private practice as a psychotherapist for six years. His background includes 10 years meditating at Purusha, a Vedic monastery.

Kathleen E. Moore B.A. Antioch University, M. Ed. Harvard University, Counseling and Consulting Psychology, is a licensed professional counselor in the State of Colorado. She has held a variety of clinical and clinical administrative positions at: McLean Hospital, Boston; St. Anthony's Hospital, Denver; Big Sisters of Colorado; Boulder County Safehouse; and with a managed care corporation. She maintains an active practice in which she integrates the brilliance of both Western and Eastern traditions.

Polly Molley M.F.A., University of Colorado/Boulder, has trained in classical ballet, modern, jazz and improvisation as well as yoga, contemplative dance ethnology. Her work focuses on creative process, body mechanics and improvisation, and on the interactive relationships of video, projected images, and performance. Her works with New York image-maker Molly Davies are concerned with the mutuality of performers and context - set and setting, theatrical lighting, and projected images. Molley has collaborated with dance artist Steve Paxton, Dana Reitz and Barbara Dilley. She has received numerous commissions including Jacob's Pillow, Dance Theater Workshop and has performed nationally and internationally including The Edge Festival (San Francisco) and the Indonesian Dance Festival (Jakarta).

Gary Mueller Ph.D. Lafayette University, Denver; Pastoral Psychology, has been the director of The Gestalt Therapy Institute of Boulder since 1985. He has served on the faculty and board of the Gestalt group of Michigan and Ontario and was the founder of Orenda, Association for Holistic Health in 1978. He is a psychotherapist, homophath, educator, and group leader who has been committed to mediation practice for 25 years and body/mind therapy for 20 years.

Joshua Mulder Attended California Institute of the Arts; graduate study at the University of Colorado; Mulder studied visual drama with Chhogyam Trungpa Rinpoche; thangka painting with Sherab Padlen, Berg and Tenzin Rongpo; mandala construction with Tenga Rinpoche; and sculpture with Chogyam Tulkun Rinpoche. He is the Art Director for the Great Stupa of Darmakaya, which is under construction at the Rocky Mountain Dharma Center.

Michael Newhall B.S. University of Wisconsin, M.F.A., School of the Arts Institute of Chicago: Newhall has taught figure drawing, watercolor, and painting at the School of the Art Institute of Chicago and at the Milwaukee Institute of Art and Design. In 1978 he was invited to lecture and teach as a Visiting Artist at Osaka Institute of Arts in Japan.

Lara Newton M.A., L.P.C., P.C., is a diplomate Jungian Analyst and Licensed Professional Counselor in private practice in Denver. She has studied Jungian psychology since 1974, a study including intensive academic work and long-term personal analysis. Her studies have been in Zurich and with the Inter-Regional Society of Jungian Analysts. She holds M.A. degrees in Psychology and English Literature, and has published papers on Jungian-related topics. Lara's experience as a therapist includes individual and group therapy, with emphasis in women's issues, sibling relationships, addictions, and creative and spiritual growth. She currently teaches with the C.G. Jung Center, a "branch" of the Inter-Regional Society of Jungian Analysts, offering training to prospective Jungian analysts. She also teaches classes on her own, in fairy tales and dream interpretation.

Dottie H. Oatman, M.A., A.T.R., George Washington University; Art Therapy, is a registered art therapist who has been practicing in clinical settings and in private practice over the past 14 years, primarily with children and families. In addition to teaching and advising on the art therapy program at Naropa, Dottie paints, exhibits her work locally, practices yoga, and conducts art classes and art therapy from her "Room for Art" studio.

Paul Oertel B.A., University of California, Berkeley; M.F.A., N.Y.U. School of the Arts, Acting. He moved to Boulder in 1975 as a founding member and principal performer of The Nancy Spangler Dance Theatre of Colorado, performing and teaching nationally and internationally for the past twenty years. He has taught at The Naropa Institute since 1974 and also teaches currently at the Boulder School of Massage Therapy and the National Theatre Conservatory. Additionally, he is a Jin Shin Jyutsu practitioner.

Pat Ogden has been a psychotherapist for 12 years and has worked with a variety of populations, including people with life-threatening illnesses, inmates of a women's prison, and psychiatric patients. A founding member of the Hakomi Institute, she is a certified Hakomi Therapist, and a Senior Trainer. Currently the sole trainer in Hakomi Bodywork, she conducts trainings in Germany and the U.S., writing the Hakomi Bodywork Manual, and maintains a private practice.

Liv Ophel B.S. Bergen Technical College (Norway), M.A., The Naropa Institute, Contemplative Psychotherapy, has studied and practiced Tibetan Buddhism for thirteen years. She has been a counselor and meditation teacher at the Institute and at various contemplative retreats, and maintains a private practice in psychotherapy.

Paula Palmer M.A., Michigan State University (Sociology), spent 20 years in Central America working with a variety of community organizations to develop culturally appropriate strategies for sustainable development. In collaboration with indigenous and Afro-Caribbean communities she has published five books of "people's history." She works at the American Indian Science and Engineering Society.

Charles Patterson M.S., Ph.D. cand., University of Colorado has worked in Colorado since 1978 as a teacher, geochimist, and geologist. He has consulted with Colorado Outward Bound School and also teaches at the University of Colorado.

Julie Patton is a poet and visual artist who has taught in the schools for Teachers & Writers since 1984, principally in Harlem and the South Bronx. A resident of New York, she is Guest-Poet-in-Residence at the Kerouac School, Fall semester 1994. Recent shows of her work have been in Columbus and
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Cleveland, and her writings have appeared in Transfer and Teachers & Writers Bi-Monthly.

Byron Plumley Ph.D. The Union Institute, Spirituality and Nonviolent Social Change, MA, St. Louis University, Moral and Pastoral Theology, Dr. Plumley is an educator and nonviolent social activist. He is a staff associate with the Conflict Center teaching conflict resolution at all age levels. He is also holds an adjunct faculty position in Religious Studies at Regis University.

Reesa Porter M.A., L.P.C., University of Southern Florida, Counseling, is a psychotherapist with twenty years' experience in the mental health field. Her thirteen years of private practice has consisted of therapy with individuals, couples, groups, and supervision. She has enjoyed teaching and inspiring students at the graduate level for seven years. Reesa brings her humor, delight with her work and practical knowledge to the classroom. She has been a student of the Ridwan School for the last seven years.

Nancy Portnoy M.A., The Naropa Institute, Contemplative Psychotherapy, has conducted a private psychotherapy practice in Boulder for the past eight years. Ms. Portnoy has received certification from the Lomi School (a body-centered therapy) and from the Nonviolent Institute of Denver. She has worked on the Boulder County Hospice massage team with terminally ill patients and their families.

Alice M. Renton M.A., University of the Americas (Puebla, Mexico). Alice has been active in early childhood education for over 25 years, including 15 years as a Montessori educator in her native Mexico. She teaches philosophy at the Montessori Education Center of the Rockies. She has been active in Montessori teacher education in the U.S. and Latin America, as well as training and consulting with bilingual/multicultural and migrant education programs. An international speaker, Alice consults and trains throughout the U.S. and Latin America, including workshops at Naropa over the past five years.

Patricia Reycraft M.A., Boulder Graduate School, is a transpersonal psychotherapist with many years of counseling experience. She is a nationally known hypnotherapist and workshop leader. In private practice in Boulder, she works from a spiritual perspective with individuals, couples and groups, specializing in issues of codependency, addiction, sexual abuse, and personal empowerment. She is on the staff of the Woman's Institute of Boulder.

Claire Riley M.S., State University of New York, has a degree in psychiatric nursing and has worked in the field of all health care and health education for 20 years. Currently, she directs the medical-psychiatric unit at Boulder Community Hospital, which supports an eclectic approach to the treatment of medical-psychiatric inpatients.

Elizabeth Roberts Ed.D Harvard University, is a writer, teacher and co-director of the Institute for Deep Ecology Education. She lectures internationally on the political and cultural implications of the global environmental crisis. She has created national educational programs in population education, women in development and urban sustainability. A student of Thich Nat Hahn, she is editor of Earth Prayers.

JoAnn Robinson Ph.D. in Human Development and Family Studies, Cornell University, has taught child development classes at the University of Colorado and Metro State. She is currently the Research Director of the Mae Arthur Longitudinal Twin Study, a large investigation of early childhood development. Her interests are in the area of applied child development research.

Diane Radine B.A., Colorado University; M.A., University of Northern Colorado; M.A., The Naropa Institute, Contemplative Psychotherapy; is currently working on a dissertation toward a doctorate from the University of Colorado in counseling and guidance. She specializes in communication and language, having studied the work of Dr. Milton Erickson for the past seven years. She has worked for the Boulder Mental Health Center and maintains a private practice in Boulder.

Laurie Rungenstein B.M., Berklee College of Music; M.M.T., Southern Methodist University, is a Registered Music Therapist. She is director of the Boulder Center for Music Therapy, and has developed a music therapy program with Boulder County Hospice. She has worked with clients with life-challenging illnesses, incest and childhood abuse, and head injuries. She has done postgraduate work in the Bonny Method of Guided Imagery and Music. She facilitates drumming and chanting circles, and plays electric bass with the Crystal Swing Band.

Rabbi Zalman Schachter-Shalomi Professor Emeritus at Temple University, is a major figure in the Jewish spiritual renewal movement, presenting the central teachings of Hasidism and Kabbalah in a contemporary and heartfelt manner. Born in Poland in 1924 and raised in Vienna, he fled Nazi advance by coming to the United States in 1941. He was ordained in 1947 and received a Ph.D. in 1968 from Hebrew Union College. He has published over 150 articles and monographs on the Jewish spiritual life, and has translated many Hasidic and Kabbalistic texts. His most recent book, Soul: Spiritual Intimacy and Paradigm Shift. In 1989 Rabbi Schachter founded the Spiritual Eldering Institute to meet the needs of the current generation of elders because "every life matters immensely and every well lived and completed life helps in healing the world." A new book on spiritual eldering is forthcoming.

Bill Scheffel B.A. San Francisco State, C.P.A., has been a painter, business person, and college finance director. He currently paints and writes poetry and is enrolled in Naropa's M.F.A. program in Writing and Poetics. He studied for many years with Chogyam Trungpa Rinpoche, and has taught meditation classes and seminars since 1978.

David Schein is a theater maker. He was a founding member of the Iowa Theater Lab & the Blake Street Haywakes. In his fifteen years in the SF Bay Area he created works with Whoopi Goldberg, John O'Keefe, George Coates, Ellen Sebastian, Leonard Pitt, Guillermo Gonzalez-Pena & others. With Jim Nisbet he produced 5 Actualist Conventions, large art festivals involving over forty artists. He was the original director & contributing writer to "Whoopi Goldberg on Broadway," & has toured his own solo show, performed in companies, taught, toured, & directed in North America & Europe. He is a teacher as well as an artist, serving as adjunct faculty at Burlington College and at The Governors Institute of the Arts (VT). Since 1991 he has been employed as an arts administrator serving as the Artistic Director of Free Street Theater in Chicago, where he produces original works in communities. At Free Street, he has worked with the city's office to develop "TeenStreet!" an outreach theater program that provides jobs in the arts for inner city-teens, Parents Theater, for teen parents and Clown Doctors for hospitalized children. As well he has created "Club Date" a theater show based on the oral histories of South Side jazz musicians and "Saturday Night Forever", a fierce on the subject of assisted suicide for Free Street's Senior Theater. He serves on two grants panels for the Chicago Cultural Center and is on the Steering Committee of Chicago's School to Work Initiative.

Mary Schlesinger Ph.D. University of Iowa, has been offering Gestalt therapy in Boulder since 1970, first at the University of Colorado Counseling Center and for 16 years in private
practice. Her work with individuals and groups is an integration of Gestalt, psychodrama, hypnotherapy and
creative imagination. Mary sees teaching as a collaboration where participants together create the fertile ground needed for
each person to grow into their own way of being a therapist and
their own way of Being.

Julie Seko studied under Bonnie Norman at the Woman’s
Graphic Center in Los Angeles. A letterpress printer and book
designer, she is president of the Book Arts League of the
University of Colorado, and works on the editorial staff of
Westview Press.

Cindy Shelton M.A. The Naropa Institute, has been a student of the
Venerable Chogyam Trungpa Rinpoche since 1976. She
received a Master’s Degree in Buddhist Studies from The
Naropa Institute in 1991. She has taught in the Buddhist
Studies

Kanjiro Shibata, Sensei XX is the twentieth generation
dayakura in the Emperor of Japan and one of the foremost
living kyudo masters. In 1981, at the invitation of Chogyam
Trungpa Rinpoche, Shibata Sensei visited the United States to
instruct students in kyudo, the ancient contemplative practice
of Zen archery. Under Sensei’s direction, the Ryuko Kyudojo
was established in Boulder and continues kyudo instruction
and practice under his guidance

Anne Shopp A.T.R., L.M.F.T., College of Notre Dame, is an
art psychotherapist and a family therapist in private practice
specializing in the treatment of depression and trauma. She
also utilizes art therapy at a psychiatric hospital and a recovery
center. Anne holds the position of Intern Coordinator for the
Art Therapy track students within the program.

Susan Skjei M.S., American University; Human Resource
Development, was a trainer and organizational consultant for
Hewlett-Packard for seven years. She has been a Shambhala
Training director since 1978, co-directed the Maitri Space
Awareness program in 1984, and is currently providing
organizational consulting services for a variety of organizations
in the Denver metro area.

Holly Smith M.A. Guidance and Counseling, Univ. of
Colorado, presently supervises the Boulder County Sexual
Abuse Team. She has worked on the team for the last 10 years
and in addition has a private practice which treats adult
survivors of incest and sexual abuse. Ms. Smith has written on
"sibling incest," and is publishing an article on Sexual Abuse
Allegation Amidst Divorce and Custody Proceedings.

Rodney Smith has been a practitioner of Insight, or vipassana,
meditation for twenty years, as a Buddhist monk in Asia and as
a layperson in the West. He has taught meditation at the Insight
Meditation Society in Barre, MA and throughout the U.S. for
ten years. He is currently a Hospice program director in Seattle.

Robert Spellman B.F.A., Massachusetts College of Art in
Boston. Spellman has worked as a painter, graphic designer,
illustrator, piano rebuilder and musician. He is the main
illustrator for HCI Publications in Kansas City, Missouri. His
work has been exhibited in both group and solo shows.

Shana Stanberry Ph.D., Boston University, is a licensed
psychologist with 18 years experience in private practice. She
was co-founder and psychologist at the Northwest Family
Health Center in Boston. She is a psychosynthesis trainer,
bridging psychology and spirituality.

Claudia Steybe-Helaide M.A., Colorado Institute of
Transpersonal Psychology; Jungian Psychology, has been on
the faculty of Boulder Graduate School for six years. Claudia
volunteers at Boulder County Hospice and maintains a private
practice. She is currently developing a teaching curriculum in
the Western esoteric tradition, combining elements of
shamanism, mysticism, and the Path of Return.

Julian Stollmeyer M.A., The Naropa Institute, Contemplative
Psychotherapy. Mr. Stollmeyer is a therapist at Friendship
House, a residential treatment home for severely disturbed
adults. He has also worked on private therapeutic teams
employing the Windhorse model of treatment developed by Dr.
Edward Podvoll. He has been an adjunct faculty member at
Naropa since 1987.

Nora Swan-Foster M.A., A.T.R., Lesley College, working as a
Registered Art Therapist with children and adolescents led her
to specialize in transitions revolving around childhood issues.
She believes these transitions represent a living metaphor for
personal growth and awareness. Along with her private practice, integrating art therapy and Jungian dream
analysis, she is performing research with high risk pregnancies
at Presbyterian/St. Lukes Medical Center in Denver. Nora
coordinates the Thesis/Grant component for the Art Therapy
program.

Bill Tara For twenty years, my work has been focused in two
areas of interest: the relationship between physical and
emotional well-being and the link between individual health
and environmental stability. This inquiry is inspired by the
Taoist teachings of Oriental medicine and tribal approaches to
healing from around the world.

Steve Taylor has toured internationally as a musical
arranger and performer with many renowned artists including
Allen Ginsberg, Judy Collins, Andrei Voznesensky, and Anne
Waldman. He toured as a member of the Fugs and The False
Prophets, and has taught summers at Naropa since 1986. He is
working on his Ph.D. in Ethnomusicology at Brown
University, and is also editorial assistant for the international
journal, Ethnomusicology.

Keith Terry is a percussionist/rhythm dancer whose work
encompasses a number of allied performance disciplines
- music, dance, theater, performance art - which brings
together to create a unique artistic vision that defies
categorization. As a self-defined Body Musician, Terry uses
the oldest instrument in the world - the human body - as a basis
for exploring, blending, and bending ancient contemporary
rhythmic, percussive and movement possibilities. Terry has
toured extensively throughout the U.S., Europe and Asia
including collaborations with Pickle Family Circus, Bobbi
McFerrin, and the Jazz Tap Ensemble.

Bruce Tift B.A. Swarthmore College, Sociology/Anthropology;
M.A. Contemplative Psychotherapy, The Naropa Institute, is
certified as a family therapist through the University of Denver
and is a clinical member of the American Association for
Marriage and Family Therapy. He has worked with local social
service agencies in the areas of child protection, sexual abuse,
and adolescent issues. Currently, Mr. Tift maintains a private
practice in Boulder.

Amanda Trosten-Bloom, NHA is a human resources and
organizational development consultant. She is president of the
Golden-based firm, Clearview Consulting. Formerly the
Director of Human Resources and Administrator for ARA
Living Centers (now Living Centers of America), she has
worked with and/or run long-term care facilities of 50 to 300
beds in metropolitan and rural locations. In addition, she holds
ongoing consulting contracts with acute care, home health care,
and mental health care organizations.

Rabbi Mordecai Twersky D.Div., Yeshiva M'Kar Chaim in
Brooklyn, is a rabbi and Dean of Talmudic Research Institute,
which was founded by his father. He was born and raised in
Faculty

Denver. Upon the passing of his father, he returned to the rabbinate and assumed the directorship of TRI. The rabbinical heritage of the Twerskys is traced back to Biblical times. In addition, the Twersky rabbis are a lineage of the Chassidic heritage from the Rabbi Israel Baal Shemtov, the 17th century founder of Chassidic thought.

Robert Unger M.S.W., Hunter College of Social Work, Ph.D candidate, Counseling and Guidance, U. of Colorado; is a Colorado licensed social worker and alcoholism counselor. He is currently in private practice and a faculty member of the Colorado Center for Modern Psychoanalytic Studies. He has a special interest in group psychotherapy, particularly in working with conflict and aggression in the group setting.

Mindy Upton B.S. State University of New York, started her undergraduate study at Boston Conservatory of Music, Graduate work at Hunter College, N.Y. She has studied Waldorf Education at Sacramento Teachers College, and at the Spatial Studies Institute, Spring Valley, N.Y. She has been a student of Betty Meredith-Jones one of the foremost teachers of Rudolf Lebars theory of movement for the past 20 years. She has taught in the Dance Therapy and Movement Studies Department at Naropa and the Early Childhood program. She has been teaching Kindergarten in Boulder for the past 10 years.

Philip Weber M.D., University of Washington, served as a medical consultant with the Berkeley Community Clinic, the East Bay Health Alliance, and clinics in Oakland, California. He has taught preventive medicine at the University of Colorado Student Health Service, is studying Tibetan medicine with Dr. Yeshe Donden, and has a practice in family medicine in Boulder.

Laurie S. Weiner M.A., L.P.C., Antioch University, Cold Mountain Institute; Humanistic Psychology, has trained in a number of methods in the Humanistic and Transpersonal fields. She has extensive experience as a psychotherapist and teacher in a variety of public and private settings. Ms. Weiner is a nationally known speaker and seminar facilitator. For the past five years she has been researching the nature and experience of energy in the human body and how change is facilitated through alignment with Self.

Larry Welsh B.A., M.A., The Naropa Institute in Buddhist and Western psychology, has been working with others psychotherapeutically for the last 12 years. He did post graduate training at the Colorado Institute for Marriage and the Family. He worked for Boulder County Mental Health Center for ten years as well as MAFRI Psychological Services, working with the chronically mentally ill, adults, families, couples and children. He went on to earn a Bachelor's degree in oriental medicine and now has a private practice in health and healing integrating his psychotherapeutic work with traditional oriental medicine. His hands on work with others includes the body work of zero balancing. He is presently completing is doctorate in oriental medicine and teaches T'ai-chi Ch'uan Ch'uan at his school in Golden, Colorado.

KarenWilding B.A., University of Rochester; M.S.W., University of Denver. Ms. Wilding is a LCSW (Licensed Clinical Social Worker) in the Boulder area. She is currently Director of Counseling at September School, an alternative high school, and President of the Board of the Boulder County AIDS Project. Ms. Wilding also maintains a private practice.

Hiroshi Onishi Wiener, Sensei M.A. University of Colorado, studied Chado (the Way of Tea) and Ikebana while growing up in Kyoto, Japan. She studied the Uransenke School of Tea with the past Soya Kanazawa Sensei, a Gyotei, and has been teaching Chado since 1983. She studied Ikebana with Chiyohyo Yamamoto Sensei, one of the most renowned teachers in the Misko-Nakayama-Bunpo School. She holds teaching certificates for both Chado and Ikebana.

Katy Wolf B.A., University of Colorado, Psychology; M.A., The Naropa Institute, Contemplative Psychotherapy; M.S., The American University/National Training Labs, Human Resource Development; received extensive training in Gestalt Therapy at The Pella Institute in Italy. Ms. Wolf has been employed as a therapist for the Mental Health Center of Boulder County, as a counselor at Boulder County Community Corrections, and as a therapist and team leader at MAFRI Psychological Services. Ms. Wolf is also an organization development consultant.

Lucien Wulsin has served as Chairman of the Board of Trustees at The Naropa Institute since 1986. Mr. Wulsin is a former President, C.E.O. of Baldwin United Corporation, and is a former Chairman of the Board of Trustees of Denver University. He is a graduate of Harvard University and of Virginia Law School.

Diane Wyler M.A., The Naropa Institute, Contemplative Psychotherapy, has studied at the Colorado Institute for Marriage and Family and specializes in relationship issues and abuse recovery. She has a varied background as both a therapist and an educator; more recently she worked as a therapist at the University of Colorado in the Employee Assistance Program. She is currently in private practice in Boulder.

Chris Zorn Appalachian State University, is a percussionist and guitarist. He is currently completing work on his master's degree in ethnomusicology, where his primary areas of research are the musical traditions of Zimbabwe, Haiti, Cuba, and Ghana. He specializes in the xylophone, marimba and mbira traditions from Africa and other cultures from around the world, including those of Zimbabwe Mozambique, Malawi, Ghana, and Uganda. He regularly performs the music of non-Western cultures and is known for his knowledge and innovative approaches to teaching this music to Western students. He is also co-director of the Chiwoniso Marimba Ensemble in Boulder.

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