THE NAROPA INSTITUTE

1996-1997 CATALOG
Academic Calendar 1996-97

**Fall Semester 1996**

New Student Orientation & Registration ........................................... August 15 - 23
First Day of Classes ................................................................. 26
Convocation .................................................................................... 28
Labor Day Holiday (*no classes, offices closed*) ......................... September 2
Last Day to Drop Courses without Financial or Academic Penalty ... 4
Last Day to Add Courses (*Except Workshops*) ....................... 4
Last Day for All Students to Pay Tuition & Fees ..................... 13
Last Day to Apply for Graduation ................................................ 20
Last Day to Withdraw from Courses ............................................ October 4
Community Practice Day ............................................................. 15
Spring Preregistration for All Returning Students ................. November 11-15
Thanksgiving Holiday (*no classes, offices closed*) ............... 28-29
Last Day of Classes ................................................................. December 6
Make-up Days ........................................................................... 9 - 10

**Spring Semester 1997**

New Student Orientation and Registration ................................. January 14 - 17
Martin Luther King Holiday (*no classes, offices closed*) .......... 20
First Day of Classes ....................................................................... 21
Last Day to Drop Courses without Financial or Academic Penalty ... 29
Last Day to Add Courses (*Except Workshops*) ....................... 29
Last Day for All Students to Pay Tuition & Fees ..................... February 7
Shambhala Day ........................................................................... 10
Last Day to Apply for Graduation ............................................... 14
Last Day to Withdraw from Courses .......................................... 27
Community Practice Day ............................................................. 11
Spring Break .............................................................................. 24 - 28
Summer & Fall Preregistration for All Returning Students ........ April 14 - 18
Last Day of Classes ....................................................................... May 9
Make-up Days ........................................................................... 12 - 13
Graduation ..................................................................................... 17

**Summer Semester 1997**

Continuing Education Summer Session ..................................... June 16 - July 27
Gerontology Program Session ....................................................... June 2 - July 25
Transpersonal Psychology Program Session ............................. May 29 - Aug 1
Summer Writing Program Session ............................................. June 16 - July 13
The Naropa Institute
A Contemplative College
of the Arts and Humanities

1996-1997 Catalog

Please direct all correspondence to:
Director of Admissions
The Naropa Institute
2130 Arapahoe Avenue
Boulder, Colorado 80302-6697
(303) 444-0202

Visit our website at http://www.naropa.edu

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

This publication is not a contract or an offer to contract.
The Institute reserves the right to change information or conditions contained in this publication without notice

THIS DOCUMENT IS PRINTED ON RECYCLED PAPER
From the President

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 Naropa 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 other. 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 ideas 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 other 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 world 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 disciplines 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 encourages 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 Allen Ginsberg library.

Approximately 300 students from 35 states and 17 countries attend the Institute year-round as 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. The City of Boulder supports several theater and dance companies and a symphony orchestra. A number of Boulder-based schools offer a range of 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 application and 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. In addition to the core faculty, almost 200 adjunct or part-time faculty teach at the Institute.

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 disciplines 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'u-an, 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.

View of Right Conduct for The Naropa Institute Community

The Naropa Institute Code of Conduct applies to our entire 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.

1. Arouse respect for teachers, the wisdom of many traditions, and all who seek wisdom. Honor the process of learning.
2. Seek out and practice disciplines which benefit yourself and others.
3. Be true to your inspiration. Apply yourself wholeheartedly. Enjoy yourself. Don't be afraid to take a risk.
4. Assume responsibility for your state of mind and all of your actions.
5. Speak gently and thoughtfully.
7. Be generous to all without prejudice.
8. Do not waiver in meeting your obligations.
10. Be decent and trustworthy with friends, family, the members of The Naropa Institute community, and society at large.

The Beginning of the Institute

Born in Tibet in 1940, the Institute's founder, Chögyam Trungpa, Rinpoche, was a lineage holder of both the Kagyu 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. 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.

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.

About the Institute

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

<table>
<thead>
<tr>
<th>Type of Program</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate programs</td>
<td>$35</td>
</tr>
<tr>
<td>Graduate programs</td>
<td>$50</td>
</tr>
<tr>
<td>International students</td>
<td>$75</td>
</tr>
</tbody>
</table>

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 deposit is put into an escrow account and returned to an enrolled student either upon graduation or upon official withdrawal from The Institute. 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
- 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, which is available in any B.A. department except Traditional Eastern Arts. 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 discretion of individual
admissions and 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:

1. College Level Examination Program
   The College Level Examination Program (CLEP) is a national program administered by The College Board to measure college-level learning completed outside the traditional college classroom. It is a quick and relatively inexpensive way of earning credit for knowledge accumulated outside the classroom. Each exam costs $47. Two series of exams are offered: general exams, which cover broad areas of general education, and focused subject exams. CLEP exams are administered monthly at most colleges and universities throughout the United States. The Naropa Institute grants up to 30 semester credits for all exams passed in subject areas that do not duplicate prior 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, CLEP, CN 6601, Princeton, NJ 08541-6601, or contact the Admissions Office.

2. Portfolio Process
   The Institute also grants credit based on the evaluation of a prior learning portfolio, prepared by the student to document college-level learning that does not fit into the categories 3 and 4 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 30 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 B.A. and M.A.

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.
Admissions

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) 546-3368 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, Buddhist Studies, and Writing and Poetics.

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 bachelor’s degree is required for admission to all graduate programs.

A completed graduate application consists of:
• the application form
• the 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 are required to come to the Institute for an interview. International applicants are strongly urged to come to campus for an interview if they receive an invitation from the Admissions Committee. Exceptions to on-site interviews are infrequent. If an overseas applicant is granted a phone interview, the phone call will be at the expense of the applicant.

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 a Bachelor's Degree in 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.

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., Somatic Psychology
Both the Body Psychology and Dance/Movement Therapy M.A. 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.
Admissions

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 (3 credits), Abnormal Psychology (3 credits), and another 3 credit Psychology course.
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.

M.F.A., Writing and Poetics

Concentrations in Poetry and Prose
Admission to the department is competitive, based on faculty review of the following:

1. B.A. degree.
2. A strong background in literature.
3. Typewritten writing sample: 15 pages of poetry or 30 pages of prose.
4. Supplemental admission essay
5. List of authors you have read. (This will not affect our decision)
6. An on campus or phone interview with one of the faculty members is recommended.
7. Previous academic records, letters of recommendation and a personal statement of interest.

Please see Naropa Graduate Admission Requirements for the standard admission criteria.

B.A., Writing and Literature

Concentrations in Poetry and Prose
Admission to the Department is competitive, based on faculty review of the following:

1. A background in literature. (This is useful but not required.)
2. 5 to 15 pages sample of poetry or prose.
3. An on campus or phone interview with one of the faculty members is recommended.
5. List of authors you have read. (This will not effect our decision.)
6. Previous academic records, letters of recommendation and a personal statement of interest.

Please see Naropa Graduate Admission Requirements for the standard admission criteria.

International Student Admission

International students are a valued part of the Naropa community and are encouraged to apply. The Institute currently has 50 international students representing 17 countries.

The application process for international students includes those procedures previously outlined for domestic undergraduate and graduate students: application and $75 application fee, statement of interest, recommendation letters, and resume (for graduate students) must be included. In addition, international students must (1) document English language proficiency by scoring 550 or better on the Test of English as a Foreign Language (TOEFL) and (2) document sufficient financial resources to pay for
tuition and living expenses for the first year of study at Naropa. As of Spring 1996, the necessary financial resources are $19,500.

Applicants should have all records of secondary and post-secondary education—including grades earned for individual subjects—translated into English and forwarded to the Naropa Admissions Office for evaluation with other application materials. To determine whether an international applicant has satisfied undergraduate or graduate entrance requirements, our Admissions Office consults standard credential evaluation references to evaluate international educational credentials to determine their U.S. equivalent. In the event that an applicant is from a country that is not described in these references, we ask the applicant to submit his or her transcript to an independent evaluator. The applicant pays the additional cost of evaluation, which generally costs between $50—$100.

Students who plan to enter the U.S. to visit the school before being accepted into a degree program should request that their tourist visas be stamped "Prospective Student". Students planning to enroll in summer courses only should apply for a tourist visa. The Admissions Office will issue a Form I-20 only for 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 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**

<table>
<thead>
<tr>
<th>Credit Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Credit</td>
<td>$330.00</td>
</tr>
<tr>
<td>Graduate Credit</td>
<td>$350.00</td>
</tr>
<tr>
<td>Out-of-Residence</td>
<td>170.00</td>
</tr>
<tr>
<td>(in addition to instructor payment)</td>
<td></td>
</tr>
<tr>
<td>Audit</td>
<td>25.00</td>
</tr>
<tr>
<td>(full-time program students only)</td>
<td></td>
</tr>
<tr>
<td>Portfolio Credit</td>
<td>100.00</td>
</tr>
<tr>
<td>Special Student Status</td>
<td>75.00</td>
</tr>
<tr>
<td>Non-Credit (see continuing education catalog)</td>
<td></td>
</tr>
</tbody>
</table>

**MANDATORY DEPOSITS**

<table>
<thead>
<tr>
<th>Deposit Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confirmation Deposit</td>
<td>$250.00</td>
</tr>
<tr>
<td>(non-refundable if the student does not matriculate)</td>
<td></td>
</tr>
</tbody>
</table>

**MANDATORY FEES**

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Student Registration</td>
<td>$225.00</td>
</tr>
<tr>
<td>(per semester, for Fall &amp; Spring semesters)</td>
<td></td>
</tr>
<tr>
<td>Bus Pass (RTD Eco-Pass; per semester)</td>
<td>$29.00</td>
</tr>
<tr>
<td>(subject to change by RTD)</td>
<td></td>
</tr>
</tbody>
</table>

**LATE FEE**

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late Registration</td>
<td>$40.00</td>
</tr>
<tr>
<td>Late Tuition Payment(1-7 days late)</td>
<td>$50.00</td>
</tr>
<tr>
<td>(8-14 days late)</td>
<td>75.00</td>
</tr>
<tr>
<td>(15-21 days late)</td>
<td>100.00</td>
</tr>
<tr>
<td>(over 21 days)</td>
<td></td>
</tr>
<tr>
<td>disenrollment</td>
<td></td>
</tr>
<tr>
<td>Tuition Deferment Fee</td>
<td>50.00</td>
</tr>
<tr>
<td>Late Application for Graduation</td>
<td>15.00-105.00</td>
</tr>
</tbody>
</table>

(see The Naropa Institute Student Handbook section on Graduation Procedures)

**Writing Proficiency Assessment Late Fee** | 40.00 |

**OTHER FEES**

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change in Course Status</td>
<td>30.00</td>
</tr>
<tr>
<td>Duplicating Student Files</td>
<td></td>
</tr>
<tr>
<td>(for outside agency)</td>
<td>30.00</td>
</tr>
<tr>
<td>(for students)</td>
<td>15.00</td>
</tr>
</tbody>
</table>

These rates are available to 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.

**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**

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (30 credits)</td>
<td>$9,900</td>
</tr>
<tr>
<td>Fees for 2 semesters</td>
<td>508.00</td>
</tr>
<tr>
<td>Total cost for 1-year program</td>
<td>10,408</td>
</tr>
</tbody>
</table>

**Bachelor of Arts Program**

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-Year Program (entry as Junior)</td>
<td></td>
</tr>
<tr>
<td>Tuition (60 credits)</td>
<td>$19,800</td>
</tr>
<tr>
<td>Fees for 4 semesters</td>
<td>1,016</td>
</tr>
<tr>
<td>Total cost for 2-year program</td>
<td>20,816</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-Year Program (entry as Sophomores)</td>
<td></td>
</tr>
<tr>
<td>Tuition (90 credits)</td>
<td>$29,700</td>
</tr>
<tr>
<td>Fees for 6 semesters</td>
<td>1,524</td>
</tr>
<tr>
<td>Total cost for 3-year program</td>
<td>31,224</td>
</tr>
</tbody>
</table>

**Graduate**

**Master of Arts in Body Psychology**

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (60 credits)</td>
<td>$21,000</td>
</tr>
<tr>
<td>Fees for 5 semesters</td>
<td>1,270</td>
</tr>
<tr>
<td>Total cost for 2-1/2-year program</td>
<td>22,270</td>
</tr>
</tbody>
</table>

**Master of Arts in Buddhist Studies**

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (60 credits)</td>
<td>$21,000</td>
</tr>
<tr>
<td>Fees for 4 semesters</td>
<td>1,016</td>
</tr>
<tr>
<td>Intensive Meditation Program (Dathun, paid to retreat center, estimate)</td>
<td>1,000</td>
</tr>
<tr>
<td>Total cost for 2-year program</td>
<td>$23,016</td>
</tr>
<tr>
<td>One additional credit for language concentration.</td>
<td></td>
</tr>
</tbody>
</table>

**Master of Arts in Dance/Movement Therapy**

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (60 credits)</td>
<td>$21,000</td>
</tr>
<tr>
<td>Fees for 5 semesters</td>
<td>1,270</td>
</tr>
<tr>
<td>Total cost for 2-1/2-year program</td>
<td>22,270</td>
</tr>
</tbody>
</table>

**Master of Arts in Gerontology and Long-Term Care Management**

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (50 credits)</td>
<td>$17,500</td>
</tr>
<tr>
<td>Fees for 4 semesters</td>
<td>1,016</td>
</tr>
<tr>
<td>Total cost for 16-month program</td>
<td>18,516</td>
</tr>
</tbody>
</table>
### Tuition and Fees

**Master of Arts, Psychology: Contemplative Psychotherapy (by year)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Tuition (Credits)</th>
<th>Fees for 3 Semesters</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition (24 credits)</td>
<td>$8,400</td>
<td>762</td>
<td>$9,162</td>
</tr>
<tr>
<td><strong>Second Year:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition (22 credits)</td>
<td>$7,700</td>
<td>762</td>
<td>$8,462</td>
</tr>
<tr>
<td><strong>Third Year:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition (17 credits)</td>
<td>$5,950</td>
<td>508</td>
<td>$6,458</td>
</tr>
<tr>
<td>Maitri Room &amp; Board (estimate; see program description)</td>
<td></td>
<td></td>
<td>$2,500</td>
</tr>
</tbody>
</table>

**TOTAL COST OF 2-3/4 YEAR PROGRAM at 1995-96 rates (subject to change)** $26,582

**Master of Arts**

in *Transpersonal Counseling Psychology*

- Tuition* (60 credits) $21,000
- Fees for 5 semesters 1,270
- Total cost for 2-year program 22,270
*Students are responsible for the additional expenses incurred through the mentorship aspect of the program.

**Master of Fine Arts**

in *Writing & Poetics*

- Tuition (49 credits) $17,150
- Fees for 5 semesters 1,270
- Total cost for 5 semester program $18,420

### 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 in the form of loans, grants, scholarships or work-study.

Institutional Scholarships

In addition to meeting specific criteria and procedures for each individual scholarship, applicants for all scholarships listed in this section must: 1) Apply for financial aid by completing the Free Application for Federal Student Aid (FAFSA as discussed below) or International Student Application if applicable. An analysis of the information on the financial aid application must indicate financial need and 2) Have a completed Admissions application on file for one of the Institute's degree programs.

Colin Wolcott Music Scholarship
This scholarship is awarded by the Music Department every year to outstanding second-year music degree students. Two students are awarded $1500 each. Please contact the Music Department for more information.

Gerald Red Elk Scholarship
Native American students are eligible to apply for this scholarship which honors Gerald Red Elk. In order to qualify, the applicant must write an essay which documents past or current service to Native American people or intended use of the degree in service to tribe. Applicant must also submit proof of tribal membership. Amount of scholarship is $4000 per year to one recipient.

Monastic Scholarship
Students who are ordained monks or nuns of any religious order are eligible to apply. Please contact the Religious Studies Department or the Director of Financial Aid for more information. Amount awarded is full tuition to one recipient.

The Martha Bonzi Scholarship
For entering MA Buddhist Studies students, this scholarship is based on need, motivation to serve others, and academic performance. Amount awarded is $5000 per year to one student. Please contact the Religious Studies Department for more information.

The Yamagata MFA Scholarship
This scholarship is awarded to a minority MFA in Writing and Poetics student of outstanding promise as a writer. Please contact the Writing and Poetics Department for more information.

The Jim Speary Memorial Scholarship
Awarded to a student exhibiting excellence, merit and need who is seeking a degree in the Gerontology and Long-Term Care Management Program.

The Jessica Maxwell Memorial Scholarship
Available to students seeking degrees in Environmental Studies or Writing. Students may be at the M.A. or B.A. level.

The Presidential Leadership Scholarship
This scholarship is available to outstanding degree-seeking undergraduates who have been in their program for at least one year. Criteria include excellence, merit and need.

Merit Based Scholarships For Entering Students

For the 96/97 academic year Merit-based Scholarships are offered to students applying to the following programs (each year the eligible programs change; if you are applying for the 97/98 academic year contact the financial aid office for eligible programs for 97/98): Foundation Year, B.A. Psychology, B.A. Music Therapy, M.A. Art Therapy, M.A. Gerontology and Long Term Care M.A. Writing and Poetics, M.F.A. Engaged Buddhism, M.A.

Merit scholarships range from $500-$3000 per year. Scholarships are awarded based on need, and evidence of special talents, knowledge, work or community service experience that you will bring to the Naropa Institute. In addition to completing the Financial Aid and Admissions applications, please submit a one page essay which outlines your special qualifications. The essay should be sent to the Director of Financial Aid.

Honor Scholarships for Continuing Graduate Students

Offered to approximately 15 outstanding graduate students seeking degrees in the following programs: Contemplative Psychotherapy, Environmental Leadership, Gerontology and Long-Term Care Management, Somatic Psychology, Transpersonal Counseling Psychology, and Writing and Poetics. Honor Scholarships average approximately $5000 per person. In addition to having financial need (as evidenced in the financial aid application), criteria and procedures for applying are as follows: 1) Applicants must be degree seeking students at Naropa for at least one year. 2) Applicants must submit a letter of recommendation from a faculty member,
Financial Aid

Summer Institute Scholarships

It is not necessary to apply for financial aid or admissions in order to apply for the following summer 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. Please contact the writing department for more information.

Zora Neale Hurston Scholarship
Students for Ethnic Inclusion (SEI), which is a student organization in the Jack Kerouac school, raise money through benefit readings and performances, making scholarships available to minority writers of exceptional promise. Please contact the Writing Department for more information.

Ted Berrigan Poetry Award
This Institute-funded scholarship is awarded every year to one or two qualified second-year students of the Summer Writing Program. Please contact the Writing Department for more information.

Other Aid Programs Available for Both Graduate and Undergraduate 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 or administered 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%) need-based loan. Annual loan limits are as follows:
- Foundation Year: $3600/year
- Juniors and Seniors: $5500/year
- Graduate Students: $8500/year
Interest is subsidized (paid) by the federal government as long the student is attending school at least half-time. Repayment begins six months after the student ceases to be enrolled on at least a half-time basis. The minimum monthly payment is $50, and the loan must be completely repaid within 10 years.

Federal Unsubsidized Stafford Loan
The Federal Unsubsidized Stafford Loan is a 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.
Financial Aid

Federal PELL Grant
This is a Federal need-based Grant for which students may be awarded anywhere from $400 to $2440 for the academic year, disbursed in equal payments each semester. Students must not have already earned a B.A. degree.

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 who are also eligible for Federal Pell Grant.

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.

State Scholarships and Grants
The Naropa Institute is not eligible for funds 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 at 546-3570 for assistance in this area. Students are also encouraged to make use of the reference sections of public and college libraries in their home towns.

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.

Conditions for Qualifying for Financial Aid

1. Applicants for financial aid must have a complete admissions application.
2. Applicants who are US citizens or eligible US permanent residents must complete the Free Application for Federal Student Aid (FAFSA). International Students must complete the International Student Application.
3. Applicants must document financial need by complying yearly with the application process and deadlines outlined below.
4. To receive aid, a student cannot owe a refund on any form of Federal or State aid or be in default status on any student loan.
5. To receive aid, students must be enrolled at least half-time (at least 6 credit hours) in a program at the Institute leading to a degree. No financial aid is available for Certificate programs.
6. Students must maintain Satisfactory Academic Progress in order to continue receiving financial aid. It is every student’s responsibility to know this policy as described in The Naropa Institute Degree Student Handbook.
7. Students are responsible for reading and understanding all policies contained in the Naropa Institute Degree Student Handbook, as well as any other correspondence received regarding 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.

Financial Aid For International Students

International students are eligible for Naropa Student Employment, the Naropa Institute Grant and Institutional Scholarships (see above for descriptions.) Prospective students from other countries should also explore possibilities of funding from their governments and from private foundations. To be considered for the above sources of financial aid, applicants must complete the Financial Aid Application for International Students and have a complete admissions application on file for one of the Institute’s degree programs. Students must reapply for financial aid for each subsequent year of study. No international student should expect more than a maximum of $3,000-$5,000 of financial aid per year. At least half of this aid will be in the form of student employment. New students are encouraged to complete the Financial Aid application by March 31 for the next academic year, however late applications will be accepted. Current international students must submit the financial aid application by the March 31st
deadline in order to be considered for all types of aid available to International Students.

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

How to Apply For Financial Aid - U.S. Citizens and Resident Aliens

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. International Students see International section.

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 and earnings from the prior calendar year. For example: in January 1997, the '97/'98 FAFSA will be available. This form must be completed to apply for aid for Summer '97, Fall '97, and Spring '98. The '97/'98 FAFSA income questions relate to earnings during the 1996 calendar year. If you are required to file tax returns for that year, you must use the data from your 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 on file to complete the FAFSA, however, the Admission application must be completed in order to receive a financial aid eligibility letter.

Please Note:
For continuing students the FAFSA must be received by the federal processor by MARCH 1 in order to be considered on time for the first step. In order to do this, 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 therefore we urge you to file the FAFSA based on completed tax returns.

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, which is mailed to you from the Financial Aid Office, attach a copy of 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 estimate 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
Once the Financial Aid Office has received all the necessary documents, you will be mailed a financial aid eligibility letter, and cover letter. This letter explains what types of aid you are eligible for 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. Required Money Management Session
All students both new and continuing receiving financial aid are required to attend a financial counseling session each year before receiving their financial aid.

6. Loan Application
If you are eligible for the Federal Stafford or Federal Unsubsidized Stafford loans, and wish to accept any portion of the loans, you must complete a separate
Financial Aid

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.

7. 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.

Deadlines

1. FAFSA Deadline
Returning Students March 1
is deadline to submit the FAFSA to the Federal Processor in order to be considered on time. 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, 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

2. Verification and Supporting Documentation
As mentioned above you are notified on the Student Aid Report if you have been selected for verification. If you have been selected for verification, please submit the SAR, the verification worksheet, tax returns or other requested supporting documentation, no later that 6 weeks after filing the FAFSA. Failure to submit documentation in a timely manner will result in delayed aid.

3. Loan Applications
All Federal Stafford loan applications must be submitted at least 8 weeks before the tuition due date, in order to ensure 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 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.

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 compared to hours completed
   A student enrolled in a full-time course load must complete at least a full-time course load per semester.
   A student enrolled in a 3/4 time course load must complete at least a 3/4 time course load per semester.
   A student enrolled in a 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 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.
   If you enter: 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 (for example, if the student completes Incomplete classes for that semester and achieves satisfactory grades). Probationary status will be granted only once. If a student fails to make Satisfactory Academic Progress 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. The Financial Aid Office will determine what percent 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.
Financial Aid

Refunds. 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 Degree Student Handbook. The second refund policy is the Federal Refund policy as outlined below. The third refund policy is the prorata 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 drop/add, 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.
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, withdrawing 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

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 (303)-546-3509
Assistant Director of Financial Aid (303)-546-3534

Costs

Tuition
Graduate tuition for the 96/97 academic year is $350/credit
Undergraduate tuition for the 96/97 year is $330/credit

Living Expenses
Living expenses are estimated to be approximately $1000/month
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.

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 Eldora 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.

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.
New Student Orientation

Every fall semester, a seven-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, and new M.F.A. Writing and Poetics students attend a two-day orientation in June.

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 resumes 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. Student Services has bicycles, Frisbees, and hacky sacks 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.

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.

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 performance 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 and 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 Shumruy 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
Student Life

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 student handbook is revised annually and is 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.
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 their advisors.

Full-Time Status

The following represents the minimum number of credit hours taken to qualify as a full-time student in all sessions (Fall, Spring, and Summer). 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 taken for non-credit or audit 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 advisors.

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
- 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
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
majorsing 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 a discipline 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, Shambhala Training, Tai-Chi Ch'uan, Aikido, Yoga, Ikebana, Calligraphy, and Thangka 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 samatha/vipashyana meditation practice, the primary meditation technique common to most Buddhist traditions. Shambhala Training presents meditation training within a secular context. The other contemplative arts involve awareness training that emphasizes 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 (6 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 (6 semester credit hours)**

- **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 disciplines, 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.).

Some graduate programs include extensive internships (e.g., Dance/Movement Therapy, Environmental Leadership, Gerontology and Long-Term Care Management, Contemplative Psychotherapy, and Transpersonal Counseling Psychology). All programs culminate with a major written presentation.

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
Academic Information

Psychotherapy program requires two and three-quarters years to complete. The Master degree program in Gerontology and Long-Term Care Management can be completed in either 16 months or 20 months of study, depending on which option the student selects. Some programs may be taken at a slower pace, on a part-time basis.

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:

**Bachelor of Arts**
- Early Childhood Education
- Environmental Studies
  - Anthropology
  - Ecology
  - Horticulture
  - Native American Studies
- InterArts
  - Dance/Movement Studies
  - Music
  - Theater
- Interdisciplinary Studies
  - Contemplative Psychology
    - Buddhist & Western Psychology
    - Jungian Psychology
  - Psychology of Health & Healing
  - Transpersonal & Humanistic Psychology
- Religious Studies
- Traditional Eastern Arts
- Visual Arts
- Writing & Literature

**Master of Arts**
- Environmental Leadership
- Gerontology & Long-Term Care Management
- Contemplative Psychotherapy
- Somatic Psychology
  - Body Psychology
  - Dance/Movement Therapy
- Transpersonal Counseling Psychology
  - Counseling Psychology
  - Art Therapy
  - Music Therapy
- Buddhist Studies
  - Tibetan or Sanskrit Language
  - Contemplative Religion
  - Engaged Buddhism

**Master of Fine Arts**
- Writing and Poetics
Early Childhood Education

Full-Time Faculty: Richard C. Brown (chair)

Part-Time Faculty: Gene Hooley, Margot Iseman, Mary Culkin
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 provides the training to qualify 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 Body Mind Development and Expression

First Year, Spring Semester
- ECE 330 Maitri and Learning Styles
- ECE 330 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 480 Administration of a Childcare Center

Recommended Electives
- ECE410 Kindergarten Magic (2cr)
- ECE555 Emotional Development (2cr)

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

Certificate Program in Early Childhood Education

The Certificate Program, for those who already hold a B.A. degree, 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. This "certificate program," in contrast to the ECE B.A., results in no recognized formal certification.
Environmental Studies

Full-Time faculty: Eagle Cruz, Forrest Ketchin (chair), Anne Zonne Parker

Part-Time faculty: Elias Amidon, Rodney Badhand, Frank Berliner, Jane Bunin, Bayard Cobb, John Cobb, Carol Conigliaro, Richard Dart, Suzanne Duarte, Lorraine Fox, Bob Howard, Dan McShea, Mark McCaffrey, Paula Palmer, Charles Patterson, Elizabeth Roberts, Susan Scott-Stevens, Jed Swift, Peter Warshall

Administrator: 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, transdisciplinary curriculum that explores sustainable communities, Native American environmental wisdom, and contemplative ecology. The program is grounded in the first principle of Ecology—that everything is interconnected—and encourages all inquiry from an eclectic and living systems perspective. Our approach to learning reflects our commitment to understanding 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.

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 study, and are the field resources of the Environmental Studies program. Including the grassland ecosystem of the prairie, the mountains, forests, and parks, 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 environmental justice issues of native peoples from 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 career opportunities.

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

Hedgerow Farms, a 20-acre farm 8 miles from the city, offers opportunities for learning firsthand about numerous aspects of sustainable communities, from gardening to restoration. With the goal of developing ecologically sustainable agriculture in a mosaic of ecosystems, the hands-on classes integrate contemplative ecology, Native American environmental wisdom, and horticulture to foster a wide range of opportunities.

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. In combination with required pre-requisites this offers an opportunity for focused students to prepare for entry positions in environmental careers, and/or advanced study. In particular, the Hedgerow Honors Corps is available to qualified students in their final year of study.

Descriptions of the Concentrations

Anthropology emphasizes the cultural and systems perspective, especially sustainable adaptations among traditional cultures, as revealed by subsistence patterns, and relationship to the natural environment, 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 brings a contemplative approach to work on the land, through academic study and
Academic Programs

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, promoting an understanding of earth wisdom, past and present. Contemporary issues and problems of indigenous peoples receive strong emphasis, particularly environmental justice issues.

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. The curriculum offers opportunities to prepare to engage the issues inherent in transforming the relationship between humans and the natural environment; willingness to take the lead in problem-solving; and commitment to living in harmony with the Earth for a sustainable future.

Pre-requisites for admission
In addition to the standard Naropa 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
These may be taken at any college campus in the summer after provisional acceptance and before beginning classes.

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 stage emphasizes engagement. The courses required in the engagement stage vary according to the concentrations chosen.

### Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENV 320 Ecology &amp; Evolution</td>
<td>3</td>
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<tr>
<td>ENV 340 Garden World</td>
<td>3</td>
</tr>
<tr>
<td>ENV 500 Human Systems &amp; Evolution</td>
<td>3</td>
</tr>
<tr>
<td>ENV 510 Exploring our Sacred Environment</td>
<td>3</td>
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<tr>
<td>ENV 520 Deep Ecology in Context</td>
<td>3</td>
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<tr>
<td>ENV 530 Environmental Problem Solving &amp;/or</td>
<td></td>
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<tr>
<td>ENV 540 Contemplative Ecology and</td>
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<tr>
<td>Environmental Issues</td>
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<tr>
<td>ENV 480 Senior Project &amp;/or</td>
<td></td>
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<tr>
<td>ENV 550 Sustainable Communities</td>
<td>3</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

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.

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

**Anthropology**

- ANT 500 Anthropology of Consciousness
- ANT 510 Cultures, Global Society & Third World Issues
- ANT 590 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." Fall 1996 will bring the second entering class.

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. The Environmental Studies department's strengths in Sustainable Communities and Native American Environmental Issues offer unique ways to unite science, spirit, and engagement. 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 confront issues on all levels. 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 promote wise, just, and compassionate engagement of all kinds of environmental issues through a balanced, integrated curriculum that addresses multiple aspects of environmental problems. Creating healthy communities is understood to be an important factor in environmental restoration, as are issues of environmental justice.

Students with diverse interests and backgrounds are accepted into the program, based on certain basic social and natural science prerequisites. These prerequisites may be "made up" during the summer and first semester after acceptance. They include: cultural anthropology, political science or American government, and a life science. A grade of "A" or "B" must be attained.

The curriculum design is unique and maximizes outreach to esteemed faculty from all over the world. It is composed of core courses required of all program students, an independent study component that is available as electives, practica, or internships.

The core encourages 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 independent component may be in any field or profession of the students choosing. It may also be off campus. This component plus the thesis, allow the student to tailor the degree by joining the core courses with topics and experiences of special interest.

The student may choose between a traditional M.A. thesis, or an M.A. 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

<table>
<thead>
<tr>
<th>Intensives:</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ENV 560 A Deepening of Wisdom I</td>
<td>4</td>
</tr>
<tr>
<td>ENV 570 A Deepening of Wisdom II</td>
<td>4</td>
</tr>
<tr>
<td>ENV 621 Engaging Issues Beyond Dichotomies I</td>
<td>1</td>
</tr>
<tr>
<td>ENV 721 Engaging Issues Beyond Dichotomies II</td>
<td>1</td>
</tr>
<tr>
<td>ENV 631 Engaging Systems Change I</td>
<td>1</td>
</tr>
<tr>
<td>ENV 731 Engaging Systems Change II</td>
<td>1</td>
</tr>
<tr>
<td>ENV 671 Engaging Issues of Environmental Justice I</td>
<td>1</td>
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<tr>
<td>ENV 771 Engaging Issues of Environmental Justice II</td>
<td>1</td>
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<tr>
<td>ENV 681 Environmental Leadership and the Contemplative Mandate I</td>
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<tr>
<td>ENV 781 Environmental Leadership and the Contemplative Mandate II</td>
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<tr>
<td>ENV 690 Shambhala for Environmental Leaders I</td>
<td>2</td>
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<tr>
<td>ENV 620 The Human-Nature Contract I</td>
<td>3</td>
</tr>
<tr>
<td>ENV 630 Transforming Systems I</td>
<td>3</td>
</tr>
<tr>
<td>ENV 640 Deep Ecology of the Wilderness Experience</td>
<td>2</td>
</tr>
<tr>
<td>ENV 660 Environmental Issues &amp; Indigenous Peoples</td>
<td>3</td>
</tr>
<tr>
<td>ENV 670 The Human-Nature Contract II</td>
<td>3</td>
</tr>
<tr>
<td>ENV 680 Transforming Systems II</td>
<td>3</td>
</tr>
<tr>
<td>ENV 720 The Art &amp; Ethic of Leadership I</td>
<td>3</td>
</tr>
<tr>
<td>ENV 730 Culture/Nature Partnership I</td>
<td>3</td>
</tr>
<tr>
<td>ENV 770 The Art &amp; Ethic of Leadership II</td>
<td>3</td>
</tr>
<tr>
<td>ENV 780 Culture/Nature Partnership II</td>
<td>3</td>
</tr>
<tr>
<td>ENV 700 Environment and the Political Process</td>
<td>2</td>
</tr>
</tbody>
</table>

Practicum

| ENV 800 Practicum I | 15      |
| ENV 820 Practicum II |         |
| ENV 840 Practicum III |        |
| ENV 860 Practicum IV |         |
| ENV 880 Master's Thesis Seminar, orENV 881 Master's Paper/Project Seminar | 2       |

TOTAL                      60
Academic Programs
Foundation Year

*Full-Time 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

Foundation Year students then take:
* one course in the department he/she intends to declare as an upper-division major;
* one contemplative practice class, such as Tai-chi Ch’uan, Aikido, Calligraphy, Yoga, Meditation Practicum, and
* one or two electives selected from Naropa’s undergraduate course offerings.

Students may also 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 Writer’s Craft 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 and Long-Term Care Management

Full-Time Faculty: (vacant)

Part-Time Faculty: Elisabeth Borden, James Emery, Sue Evans, Bette Hadler, Victoria Howard, Gail Hoyt, Jeff Jerabek, Lynne S. Katzmann, James Mertz, Kathy Naman, Susan Skjel, 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 enables 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. Piñon 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 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 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 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 us 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 let go 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 Master's Degree

The M.A. in Gerontology and Long-Term Care Management is designed as a 16-month program. It begins with a Fall semester of coursework prior to the beginning of the 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>0.5</td>
</tr>
<tr>
<td>Body Awareness Elective</td>
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<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>14.5</strong></td>
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Spring I (15 weeks)

<table>
<thead>
<tr>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>LTC 580 Death &amp; Loss as Opportunities for Healing</td>
</tr>
<tr>
<td>LTC 650 Therapeutic Approaches to Long-Term Care</td>
</tr>
<tr>
<td>LTC 660 Models of Long-Term Care</td>
</tr>
<tr>
<td>LTC 670 Health Care Policy</td>
</tr>
<tr>
<td>LTC 660 Revenue Sources &amp; Reimbursement</td>
</tr>
<tr>
<td>LTC 800 Professional Seminar</td>
</tr>
<tr>
<td>LTC 850 AIT Internship ( Begins 3/1)</td>
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Summer (8 weeks)

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<thead>
<tr>
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<tbody>
<tr>
<td>LTC 720 Facilities Management</td>
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<tr>
<td>LTC 730 Banking, Capital Markets, and Finance</td>
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<tr>
<td>LTC 800 Professional Seminar</td>
</tr>
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<td>LTC 850 AIT Internship</td>
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<tr>
<td>Contemplative Elective</td>
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Fall II (15 weeks)

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<tr>
<td>LTC 740 Human Resource Management</td>
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<td>LTC 750 Legal &amp; Ethical Environment of LTC</td>
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<tr>
<td>LTC 760 Community Relations &amp; Marketing</td>
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<tr>
<td>LTC 850 AIT Internship</td>
</tr>
<tr>
<td>LTC 880 Masters Paper Seminar</td>
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TOTAL CREDITS

50

20-Month Option

Fall I (15 weeks)

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<tr>
<td>LTC 600 Psychological Tasks of Aging</td>
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<td>LTC 610 Concepts of Management</td>
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<td>LTC 630 Principles of Accounting</td>
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<tr>
<td>LTC 700 Program Seminar</td>
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**Academic Programs**

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<tr>
<th>Spring I (15 weeks)</th>
<th>Fall II (15 weeks)</th>
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<tbody>
<tr>
<td>LTC 580 Death &amp; Loss as Opportunities for Healing</td>
<td>LTC 640 Concepts of Health and Disease</td>
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<td>LTC 650 Therapeutic Approaches to Long-Term Care</td>
<td>LTC 740 Human Resource Management</td>
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<tr>
<td>LTC 660 Models of Long-Term Care</td>
<td>LTC 750 Legal &amp; Ethical Environments of LTC</td>
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<td>LTC 680 Revenue Sources/Reimbursement</td>
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<table>
<thead>
<tr>
<th>Summer (8 weeks)</th>
<th>Spring II (15 weeks)</th>
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<tbody>
<tr>
<td>LTC 720 Facilities Management</td>
<td>LTC 670 Health Care Policy</td>
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<tr>
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<tr>
<td>LTC 730 Banking, Capital Markets &amp; Finance</td>
<td>LTC 850 AIT Internship</td>
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<tr>
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<td>3</td>
</tr>
<tr>
<td>LTC 800 Professional Seminar</td>
<td>LTC 880 Master’s Paper Seminar</td>
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<td>1</td>
<td>1</td>
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<tr>
<td>LTC 850 AIT Internship</td>
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<td>50</td>
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</table>
InterArts Studies
Theater/Dance/Music

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

Part-Time Faculty in Dance/Movement Studies: Mary Ann Foster, Elena Giuliani, Margot Iseman, Tracy Kiteya, Adwoa Lemieux, Carol McDowell, Nicol McGough, Pat Mowry-Rutter, I Made Lasmanawan

Part-Time Faculty in Theater: Carol Crutchlow, Maggie Donaghy, Ethelyn Friend, Paul Oertel, L.S. Summer, Jean Claude vanItalie, David Godsey, Janet McAlpin, Sha’ana Fineberg

Part-Time Faculty in Music: Felipe Brun, Bill Douglas, Robert Hall, I Made Lasmanawan, Khabu Doug Young, Chris Zorn

InterArts Guest Faculty: Tandy Beal, Art Lande, Steven Taylor

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 personal development and increasing their skills for collaborating with artists in other disciplines. Contemplative practices enrich the artistic process by offering an understanding of the experience of synchronization of body and mind, an essential training for healthy creative process.

Contemplative art practices, the study of world wisdom traditions, and the sitting practice of meditation are at the center of the InterArts Studies Program. These practices reflect a unique approach to training of artistic expression by developing awareness and precision in the articulation of personal creative process.

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 creative collaboration adds depth and breadth to a student’s journey. Working with others shakes up artistic patterns, highlights common themes among the arts, and cultivates confidence in creative expression. Several of the creative process courses are taught, providing a model for collaboration. 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 that supports their unique expressive journey. Senior Projects may include an original creative work, interpretive performance, or a research project presented during the final semester. Projects may be supported through Performance Studies Seminar or independent study for credit.

Core Areas of Study

1. Contemplative Arts - Studies based on the development of awareness and the synchronization of body/mind have included: Tai-chi Ch’uan, Aikido, Kyudo, Yoga, Contemplative Movement Practice, Mudra Space Awareness, and the Japanese arts of flower arranging, calligraphy and tea ceremony as well as Meditation, Practice 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
Academic Programs

innovation as artists and performers. Close contact with faculty of international acclaim within an environment that nurtures creative process is central to these workshops. Courses are offered during the year-round program and through the School of Continuing Education 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, and dance through consideration of the careers of individual artists and movements. Video and audio excerpts in combination with readings from recent performance criticism introduce theoretical and historical contexts within which the artist's work may be viewed. Class discussions concentrate on the dialogue between theory and practice with a special emphasis on developing a vocabulary for defining the creative process.

7. Theater Design and 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 perform. 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 the limitations 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.

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.

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 503-506, 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 Senior 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 430 Creative Process: Performance Studies I & II

Dance
DAN 310 Contemporary Dance Forms
DAN 360 Body-Mind Centering
DAN 410 Dance of Africa

Music
MUS 515 Music of Africa
MUS 565 Balinese Gamelan Orchestra
MUS 560 Musicianship I

Contemplative Psychology
PSY 370 Cognitive Studies

One-Year Certificate Program

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

Requirements for the Certificate Program in Theater Studies

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>THR 480 Directed Project</td>
<td>3</td>
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<tr>
<td>THR 503-506 Acting Labs</td>
<td>3</td>
</tr>
<tr>
<td>THR 520 Basic Acting</td>
<td>3</td>
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<tr>
<td>THR 540 Character Acting</td>
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<td>THR 560 Mudra Space Awareness</td>
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</table>

TOTAL REQUIRED CREDITS: 30
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 investigating the tradition of movement studies and personal creative process through presentation or performance. Discipline specific study is enhanced by input from guest artists and study in the fields of Contemplative 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 M.A. Somatic Psychology/Dance Therapy program. Additions to the Dance Track requirements include an introduction to the theories and practice of Somatic Psychology/Dance Therapy. Psychology and various Expressive Arts studies serves as a minor concentration.

Senior Projects for the dance concentration may include an original creative work, interpretive performance, or a research project. Senior Project is defined with the guidance of a faculty advisor and presented during the final semester. Projects may be supported through Performance Studies Seminar or independent study for credit. Senior Project for the dance therapy concentration is fulfilled through Community Service.

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

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

1. Awareness Practice including Traditional Eastern Arts, 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  Credits
DAN 350, 400 Contemporary Dance Forms I & II *6
DAN 380, 430 Body/Mind Centering I & II 6
IAR 355 History & Contexts of Contemporary Arts I 2

Recommended Electives:

InterArts
IAR 350 Contemplative Dance Practice
IAR 360 History & Contexts of Contemporary Arts II
IAR 430 Creative Process: Performance Studies I
IAR 470 Creative Process: Performance Studies II

Dance:
DAN 330 Contact Improvisation
DAN 410 Dance of Africa
DAN 420 Dance of Bali

Religious Studies
REL 500 Meditation Practicum I

Traditional Eastern Arts:
TRA 500 Shambhala Meditation Practicum I
TRA 505 Tai-Chi Chuan I
TRA 510 Aikido I
TRA 515 Yoga

Theater:
THR 520 Basic Acting
THR 540 Character Acting
THR 550 Voice and Sound
THR 569 Mudra Space Awareness

Music:
MUS 515 Music of Africa
MUS 550 Musicianship I
MUS 580 Recording Studio

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

Courses  Credits
DAN 350, 400 Contemporary Dance Forms I & II *6
DAN 380, 430 Body/Mind Centering I & II 6
IAR 355 History & Contexts 2
IAR 380 Creative Process: Improvisation 3
IAR 420 Creative Process: Composition 3
PSY 326 Introduction to Dance/Movement Therapy 2
PSY 426 Authentic Movement 2
PSY 476 Dance/Movement Therapy in the World Today 2

SUBTOTAL 26

* 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.
Academic Programs

Certificate Program
InterArts Studies: Dance Concentration

Courses Credits
DAN 350, 400 Contemporary Dance Forms I or II 6
DAN 380, 430 Body/Mind Centering I & II 6
IAR 380 Creative Process: Improvisation 3
IAR 355 History & Contexts of Contemporary Arts 2
InterArts elective 2
Total required credits in Dance: 19

General Electives: 11

TOTAL CREDITS FOR CERTIFICATE: 30

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 350, 400 Contemporary Dance Forms I or II 6
DAN 380, 430 Body/Mind Centering I & II 6
IAR 380 Creative Process: Improvisation 3

IAR 355 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 practice of music encompasses the whole musician: the ear and its sensitivity to pitch and rhythm, the intellect and the intricacies of music theory, the body and the technical demands of playing an instrument, and the contemplative and expressive world of the heart. At Naropa, no part is left out. Musicianship and ear training classes relate in a practical way to composition and performance. The study of music history, jazz, and world music traditions give students an appreciation of the richness of the world’s musical heritage. A contemplative approach to performance creates an understanding of the creative process, and the power of music to uplift oneself and others.

The Naropa Institute offers private music lessons designed to develop instrumental proficiency, as well as ensemble performance classes in various world music traditions and jazz. Senior Projects are fulfilled through Senior Music Recitals including original and interpretive works in Performance. Projects may be supported through Performance Studies Seminar or independent study.

Requirements for InterArts Studies B.A.: Music Concentration

<table>
<thead>
<tr>
<th>Music Courses</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>MUS 500 Music Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>MUS 500, 510 Contemporary Ear Training I, II</td>
<td>6</td>
</tr>
<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>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>24</strong></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:
- Additional 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 350 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 500 Music Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>MUS 500 Contemporary Ear Training I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 550 &amp; 580 Musicianship I, II</td>
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<tr>
<td>Private Lessons</td>
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<td>Music Elective</td>
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<tr>
<td><strong>TOTAL MUSIC CREDITS</strong></td>
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</tr>
</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.
Psychology Programs
B.A., Contemplative Psychology

Full-Time Faculty: Jane Carpenter Cohn (chair)


Administrator: (vacant)

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 to eleven 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:

Core courses: 13-14
Concentration courses: 10-11
TOTAL CREDITS 24

Core Courses

<table>
<thead>
<tr>
<th>Courses</th>
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</thead>
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<tr>
<td>PSY 310 Buddhist Psychology I: Meditation</td>
<td>3</td>
</tr>
<tr>
<td>PSY 370 Cognitive Studies I</td>
<td>3</td>
</tr>
<tr>
<td>or PSY 512 Buddhist Psychology II: Maitri &amp;</td>
<td>2</td>
</tr>
<tr>
<td>Compass</td>
<td></td>
</tr>
<tr>
<td>PSY 482 Senior Seminar</td>
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</tr>
<tr>
<td>PSY 480 &amp; 485 Senior Project I and II</td>
<td>5</td>
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<tr>
<td>TOTAL</td>
<td>13-14</td>
</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, Erickson and the existential and transpersonal psychologists are emphasized.

Required course: PSY 512 Buddhist Psychology II: Maitri and Compassion

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, Erickson, 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.
M.A. Psychology: Contemplative Psychotherapy

Full-Time Faculty: Karen Kissel Wegela (chair)

Part-Time Faculty: Jeri Bacon, Carmen Baehr, Rebecca Bronson, Jane Bryant, Lauren Casalino, Sharon Conlin, Betsy DeCastro, Andy Dorsey, Jamie Emery, Kathy Emery, Jim Fladmark, Carole Fleming, Wren Fritzlan, Barbara Gagliardi, Regina Gray, Victoria Howard, William Karelias, Marybeth Keigher, Carole Lindroos, Cara Luneau, Kathy Manning, Susan Nimmaheminda, Heidi O’Riley, Nancy Portnoy, Bill Sell, Lou Stenger, Julian Stollmeyer, Helena Cooper Unger, Robert Unger, Tim Varner, Karen Wilding, Denise Wuesch, Laurajane Zimmer-Reed

Administrative Director: 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."
-- Chogyam 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. Students are required to purchase their own source books and reference materials for each class.

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 Master's Paper. Students choose areas which interest them and explore both Contemplative and Western approaches to their topics, using clinical material from...
Academic Programs

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 have been 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 Tai-chi Ch'uan, Yoga, Aikido, and other body/mind synchronization practices. 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 be 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

Throughout the three year program, 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 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. Students are required to supply their own meditation cushions for Maitri.

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. Paradoxically, 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 after 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. Colorado AIDS Project
9. Denver Center for Mental Health Services
10. Denver County Safehouse
11. Hospice of Metro Denver
12. Human Services, Inc.
13. Jefferson County Division Services: Juvenile Division
14. Jefferson County Mental Health Center
15. The Karlis Center
16. Park East Mental Health Center: Children and Youth Team, Community Transition Team
17. Qualife

18. Spearly Center
20. Southwest Mental Health Center
21. Storage Technology Corporation: Employee Assistance Program
22. University of Colorado: Multicultural Counseling Center, Employee Assistance Program
23. Veteran's Center

Requirements in 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.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tr>
<td><strong>Fall Semester:</strong></td>
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<tr>
<td>PSY 698 Introduction to Buddhist Psychology: Practicum I</td>
<td>2</td>
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<tr>
<td>PSY 699 Group Process I</td>
<td>1</td>
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<tr>
<td>PSY 618 Child Development: Contemplative View</td>
<td>2</td>
</tr>
<tr>
<td>PSY 628 Evolution of Central Concepts</td>
<td>2</td>
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<tr>
<td>Body awareness elective</td>
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<tr>
<td><strong>Spring Semester:</strong></td>
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<tr>
<td>PSY 619 Group Process II</td>
<td>1</td>
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<tr>
<td>PSY 668 Buddhist Psychology: Practicum II</td>
<td>2</td>
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<tr>
<td>PSY 668 Family Process</td>
<td>2</td>
</tr>
<tr>
<td>PSY 678 Psychopathology I: Sanity and Neurosis</td>
<td>2</td>
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<tr>
<td>PSY 689 Maitri Program I</td>
<td>2</td>
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<td>(4 weeks: late April-late May)</td>
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<td><strong>SUBTOTAL</strong></td>
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<tr>
<td><strong>Summer:</strong></td>
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<tr>
<td>PSY 629 Group Process III</td>
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<tr>
<td>PSY 669 Meditation Practicum III</td>
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<tr>
<td>PSY 700 Research and Statistics</td>
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<td>PSY 718 Community Organizations</td>
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<td>Elective</td>
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<tr>
<td><strong>SUBTOTAL</strong></td>
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</table>

| Second Year | |
| **Fall Semester:** | |
| PSY 689 Group Process IV | 1 |
| PSY 679 Meditation Practicum IV | 0.5 |
| PSY 728 Therapeutic Relationships I | 2 |
| PSY 738 Psychopathology II: Psychosis | 2 |
| PSY 748 Psychology of Aging | 2 |
| Elective | 1.5 |
| **SUBTOTAL** | **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) | |
| **SUBTOTAL** | **7** |
Academic Programs

**Summer:**
- PSY 728 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
**SUBTOTAL** 6

**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
**SUBTOTAL** 7.5

**Spring Semester:**
- PSY 769 Group Process VIII 1
- PSY 779 Meditation Practicum VIII 0.5
- PSY 855 Field Placement II 4
- PSY 868 Clinical Tutorial II 2
- PSY 888 Master's Paper Seminar 1
- PSY 899 Maitri Program III 1
  - (2 weeks: late May-early June)
**SUBTOTAL** 9.5

**TOTAL 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 “nyinshung” 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 also meet the above minimum hours and special sessions of the specific mindfulness/awareness sitting meditation practice taught in this program. This practice provides a 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 additional 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 are required to pay a lab fee.

**Journal of Contemplative Psychotherapy**

The Psychology department has published a journal exploring approaches to Contemplative Psychotherapy. The first three volumes of the Journal, 1979-1985, appeared as *The Naropa Institute Journal of Psychology*. In 1987 the journal broadened its scope and changed its name to *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, Rinpoche. Volume IX was recently published.

**Friendship House**

Now in its eighth year, Friendship House is a group treatment home for indigent mentally ill people. The project resulted from 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 Apooshyan, Janice Beard Bull, Nicol McGough

Part-Time Faculty: Howard Apooshyan, Susan Carabello, Christine Caldwell, Anne E. Cole, Mukara Meredith, Kekuni Minton, Bernoie Marek, Ivy Siegel, Mindy Upton, Larry Welsh

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 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 1967. 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 and many students extend the program. 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, bodily 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 moving cycle and therapist training paradigms of Christine Caldwell comprise a significant portion of training in this area of study.

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 physical 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, impulses, and posture.

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 100-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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<tr>
<th>Fall First Year</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSY 606 Movement Therapy Skills I</td>
<td>2.5</td>
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<tr>
<td>PSY 617 Group Process I</td>
<td>0.0</td>
</tr>
<tr>
<td>PSY 626 Psychology of The Body I</td>
<td>2.0</td>
</tr>
<tr>
<td>PSY 627 Moving Truth</td>
<td>1.0</td>
</tr>
<tr>
<td>PSY 636 The Body and Its Psychological Patterns</td>
<td>4.0</td>
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<tr>
<td>PSY 657 Theoretical Bases of Body-Based Psychotherapy I</td>
<td>2.5</td>
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<tr>
<td>Contemplative Practice Elective</td>
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<td><strong>SUBTOTAL</strong></td>
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<table>
<thead>
<tr>
<th>Spring First Year</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 607 Diagnosis and Assessment</td>
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<tr>
<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>
<td>2.0</td>
</tr>
<tr>
<td>PSY 687 Clinical Orientation</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY 717 Group Process II</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>13.5</strong></td>
</tr>
</tbody>
</table>
### Academic Programs

#### Summer
- PSY 700 Research and Statistics 2.0
- PSY 716 System Skills 2.0
- PSY 777S Somatic Psychology Symposium 1.0
- PSY 836 Thesis Seminar I 1.0
- Electives 7.0
- **SUBTOTAL** 13.0

#### Fall Second Year
- PSY 667 Group Process III 0.0
- PSY 706 Integrating Therapeutic Modalities 2.5
- PSY 707 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

#### Spring Second Year
- PSY 756 Birth and Death in Body Psychotherapy 2.5
- PSY 767 Group Process IV 0.0
- PSY 786 Group Dynamics 1.5
- PSY 856 Professional Preparedness 3.0
- PSY 866 Internship Placement II 2.0
- PSY 876 Internship Seminar II 1.5
- **SUBTOTAL** 10.5

**TOTAL CREDITS** 60

**Required after second year:**
- Extended Thesis Seminar 0.5

**Recommended Electives:**
- PSY 607 Wilderness/Adventure Therapy
- PSY 646 Meditation and Psychotherapy
- PSY 737 Ecoterapy: Earth as Body, Universe as Mind
- PSY 7516 Contemplative Mountaineering

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

#### Fall First Year
- PSY 606 Movement Therapy Skills I 2.5
- PSY 616 Group Process & Dance Therapy 2.0
- PSY 617 Group Process I 0.0
- PSY 627 Moving Truth: Authentic Movement (Fall or Spring) 1.0
- PSY 636 The Body and Its Psychological Patterns 4.0
- PSY 657 Theoretical Bases of Body-Based Psychotherapy I 2.5
- Contemplative Practice Elective 2.0
- **SUBTOTAL** 14.0

#### Spring First Year
- PSY 607 Diagnosis and Assessment 2.0
- PSY 627 Moving Truth (if not taken in Fall) 1.0
- PSY 655 Movement Therapy Skills II 2.5
- PSY 677 Child-Adult Development 3.0
- PSY 686 The Body and Therapeutic Change 2.0
- PSY 687 Clinical Orientation 3.0
- PSY 717 Group Process II 0.0
- **SUBTOTAL** 12.5

#### Summer
- PSY 700 Research and Statistics 2.0
- PSY 716 System Skills 2.0
- PSY 726 Laban: Observation and Assessment 2.0
- PSY 836 Thesis Seminar I 1.0
- Electives 7.0
- **SUBTOTAL** 14.0

#### 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

(Electives Optional From Summer Requirements)

#### Spring Second Year
- PSY 756 Birth and Death in Body Psychotherapy 2.5
- PSY 767 Group Process IV 0.0
- PSY 786 Group Dynamics and Leadership 1.5
- PSY 856 Professional Preparedness 3.0
- PSY 866 Internship Placement II 2.0
- PSY 876 Internship Seminar II 1.5
- **SUBTOTAL** 10.5

**TOTAL CREDITS** 60

**Recommended after second year:**
- Extended Thesis Seminar 0.5

### 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 Chuan, Aikido, Ikebana, or Contemplative Dance. 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 hour 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
Academic Programs

M.A., Transpersonal Counseling Psychology

Full-Time Faculty: Dale Asrael, Barbara A. Carter (chair), E. Carbery Neal, Michael Smith


Recent Visiting Faculty: Angeles Arrien, Don Campbell, David Darling, Barbara Hasser RMT, Cathy Malchiodi ATR, Breece Moon ATR, Shirley Riley ATR, Clive and Carol Robbins RMT, Malidoma Some, Robert Turner, Frances Vaughan, Roger Walsh

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 full 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 mindfulness practice as a foundation for training students. Its 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 journeys 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.

Counseling Psychology

The Counseling Psychology concentration offers specialized training and coursework in psychotherapeutic skills and theory. In addition to in-depth training in meditation and mindfulness practice, students pursue Gestalt-oriented work. The combination of meditation and Gestalt awareness, combined with solid counseling skills, makes this concentration unique among counselor education programs.

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 M.A. 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.

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 36 credits of art therapy courses out of the 60 credit Transpersonal Counseling Degree. The Art Therapy Program must be completed in either three or four years.
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.

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 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. Examples of psychology courses are:
   - PSY 600 Child Development
   - PSY 629 Methods of Psychotherapy
   - PSY 660 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: Mindfulness Training and II: Applications to Counseling, PSY 720 and 770 Meditation Practicum I: Cultivating Awareness and II: Developing Compassion, and the various body awareness disciplines, including Tai-chi Chu'an, Yoga, Aikido, and Kyudo. We expect students to maintain a contemplative practice while enrolled in the program.

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 & 661 Counseling Relationship I & II
   - PSY 666 Clinical Assessment
   - PSY 680 Group Dynamics & Leadership

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. Counseling Experimental 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. Counseling Experimental 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 include:

- Arapahoe House
- Arapahoe Mental Health Center
- Boulder County Mental Health Center
- Boulder County Safehouse
- Boulder Veteran Center
- Colorado School of Healing Arts
- Corporates 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 Drost 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
Academic Programs

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

- Odyssey School
- Colorado Coalition for the Homeless
- Colorado Christian Home
- Bethesda Behavioral Health Services
- National Jewish Center for Immunology & Respiratory Medicine
- Correctional Management Institution
- Summit Program
- Longmont United Hospital
- The Caring Center

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

- Colorado Christian Home
- Good Samaritan Center
- Alternative Homes for Youth
- National Jewish Center for Immunology & Respiratory Medicine
- Namaqua Center
- Quailife Wellness Center
- Youth Safe
- Laradon Hall
- Elder Music Contractual Services
- Mental Health Corporation of Denver

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 in extraordinary circumstances, four years may be approved. We strongly recommend that students pursue the three year program.

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

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year - Fall</strong></td>
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</tr>
<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>
</tr>
<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>SUBTOTAL</strong></td>
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<tr>
<td><strong>First Year - Spring</strong></td>
<td></td>
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<tr>
<td>PSY 650 Adult and Career Development</td>
<td>2</td>
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<tr>
<td>PSY 651 Gestalt Awareness II</td>
<td>2</td>
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<tr>
<td>PSY 661 Counseling Relationship II</td>
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<tr>
<td>PSY 670 Transpersonal Psychology</td>
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</tr>
<tr>
<td>PSY 680 Group Dynamics and Leadership</td>
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<tr>
<td>PSY 720 Meditation Practicum I</td>
<td>1</td>
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<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>11</strong></td>
</tr>
<tr>
<td><strong>First Year - Summer</strong></td>
<td></td>
</tr>
<tr>
<td>PSY 660 Clinical Assessment</td>
<td>2</td>
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<tr>
<td>PSY 710 Family Systems</td>
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<tr>
<td>PSY 730 Incest and Sexual Abuse</td>
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<tr>
<td>PSY 671 Psychology of Meditation II</td>
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<tr>
<td>PSY 701 Gestalt Awareness III</td>
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<tr>
<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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<tr>
<td>PSY 830 Master's Paper Seminar I</td>
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<td>Elective</td>
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<tr>
<td><strong>SUBTOTAL</strong></td>
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<tr>
<td><strong>Second Year - Spring</strong></td>
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</tr>
<tr>
<td>PSY 751 Gestalt Awareness IV</td>
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<tr>
<td>PSY 770 Meditation Practicum II</td>
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<tr>
<td>PSY 860 Professional Seminar &amp; Ethics II</td>
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<tr>
<td>Body Awareness (can be taken any semester)</td>
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<td><strong>SUBTOTAL</strong></td>
<td><strong>13</strong></td>
</tr>
<tr>
<td><strong>Second Year - Summer</strong></td>
<td></td>
</tr>
<tr>
<td>PSY 700 Research &amp; Statistics</td>
<td>2</td>
</tr>
<tr>
<td>(can also be taken Fall or Spring)</td>
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</tr>
<tr>
<td>Elective</td>
<td>2</td>
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<tr>
<td>Elective</td>
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<td><strong>SUBTOTAL</strong></td>
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<tr>
<td><strong>TOTAL CREDITS</strong></td>
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</tbody>
</table>

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 multidisciplinary 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 36-7 credits of art therapy coursework combined with 16-17 credits of transpersonal counseling psychology, 2-5 credits of Body Awareness, and 4-5 credits of electives.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tr>
<td><strong>First Year - Fall</strong></td>
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<tr>
<td>PSY 604 Art Therapy Foundation Skills I</td>
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<tr>
<td>PSY 611 Counseling Relationship I</td>
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<tr>
<td>PSY 621 Psychology of Mediation I</td>
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<tr>
<td>PSY 634 History &amp; Theory of Art Therapy</td>
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<tr>
<td><strong>SUBTOTAL</strong></td>
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### Academic Programs

#### Requirements for Concentration in Music Therapy

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<tr>
<th>Courses</th>
<th>Credits</th>
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</thead>
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<tr>
<td><strong>First Year - Fall</strong></td>
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<tr>
<td>PSY 660 Child Development</td>
<td>2</td>
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<tr>
<td>PSY 660 Counseling Relationship in Music Therapy</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>
</tr>
<tr>
<td>PSY 625 Music Therapy: History, Theory &amp; Practice</td>
<td>2</td>
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<tr>
<td><strong>SUBTOTAL</strong></td>
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</tr>
<tr>
<td><strong>First Year - Spring</strong></td>
<td></td>
</tr>
<tr>
<td>PSY 650 Adult and Career Development</td>
<td>2</td>
</tr>
<tr>
<td>PSY 655 Counseling Relationship in Music Therapy</td>
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<tr>
<td>PSY 670 Transpersonal Psychology</td>
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<td>PSY 670 Group Dynamics &amp; Leadership</td>
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<tr>
<td>PSY 720 Meditation Practicum</td>
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<tr>
<td>PSY 775 Music Therapy: Special Populations</td>
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<tr>
<td>Body Awareness Elective</td>
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<td><strong>SUBTOTAL</strong></td>
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<tr>
<td><strong>First Year Summer</strong></td>
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<td>PSY 660 Clinical Assessment</td>
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<td>PSY 770 Field Systems</td>
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<td>PSY 785 Music Therapy: Pre-Field Placement</td>
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<td>Music Therapy Summer Institute I</td>
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<td><strong>Second Year - Fall</strong></td>
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<td>PSY 615 Music Therapy Experiential I</td>
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<td><strong>Second Year Spring</strong></td>
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<td>PSY 665 Music Therapy Experiential II</td>
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<tr>
<td>PSY 700 Research &amp; Statistics</td>
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<tr>
<td>PSY 770 Meditation Practicum</td>
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<tr>
<td>PSY 855 Music Therapy Field Placement II</td>
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<tr>
<td>PSY 865 Professional Seminar &amp; Ethics: Music Therapy II</td>
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<tr>
<td>PSY 885 Music Therapy Thesis II</td>
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<td>Music Elective</td>
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<tr>
<td><strong>SUBTOTAL</strong></td>
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<tr>
<td><strong>Second Year Summer</strong></td>
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<tr>
<td>PSY 865 Music Therapy Field Placement III</td>
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<tr>
<td>Music Therapy Summer Institute II</td>
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<td><strong>SUBTOTAL</strong></td>
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<tr>
<td><strong>TOTAL MUSIC THERAPY CREDITS</strong></td>
<td>29</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td>60</td>
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</tbody>
</table>

**Note:** Art Therapy students are assessed a $30 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.
Religious Studies

Full-Time Faculty: Roger Dorris, Reginald Ray,
Ven. Ponlop Rinpoche (Fall), Ven. Ringu Tulku Rinpoche (Spring),
Rabbi Zalman Schachter-Shalom (World Wisdom Chair),
Judith Simmer-Brown, (Chair)

Part-Time Faculty: Dale Asrael, Richard Baker Roshi, Frank Berliner, Robin Bohannan, Carole Fleming,
Maxine Glaz, Cassell Gross, Vincent Harding, Ann Helm, Margot Iseman, Denny Kercher, Forrest Ketchin,
Giovannina Jobson, Nancy Maxson, Byron Plumley Jr., Barbara Rhodes, Rev. Foy Richey,
Ven. Sakyong Mipham, Rinpoche, Andrew Schelling, Cindy Shelton, Susan Skjei, Rodney Smith,
Rabbi Mordecai Twersky, Clarke Warren

Administrator: Cindy Shelton

The Department of Religious Studies offers courses of study on both the B.A. and M.A. 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 religious history 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 related 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 language, Engaged Buddhism.

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. degree after completely finishing the coursework for the Religious 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 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

Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>REL 500</td>
<td>Meditation Practicum I</td>
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<tr>
<td>REL 510</td>
<td>Introduction to Religion</td>
<td>3</td>
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<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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</table>

A minimum of three credit hours 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 Eastern Arts, Tibetan or Sanskrit Language 3

TOTAL 24

TOTAL REQUIRED CREDITS IN THE MAJOR 24
TOTAL UPPER DIVISION CREDITS 60
Academic Programs

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

M.A., Buddhist Studies

The Masters of Arts Program in Buddhist Studies is a two-year program involving the broad and in-depth study of Buddhism as a spiritual and cultural tradition in Asia and the West. Course work emphasizes Indian and Tibetan Buddhism, with opportunities to study Sanskrit and Tibetan. Selective attention is also given to Buddhism in Southeast and East Asia, and the contemporary West.

The approach of this program is non-sectarian, scholarly, and critical, relying on the best of contemporary Western and traditional Buddhist scholarship. At the same time, it is also informed and nourished by students’ "hands-on" exploration of the major Buddhist meditative traditions and by contact with the living lineages of Asian and Western teachers. Our study of Buddhism is carried out within a context of respect for the tradition and appreciation for its humane values and profound spiritual perspectives.

1. Histories, Cultural Contexts, and Institutions of Various Buddhist Traditions

Five "core courses," one each semester. Topics: the origins and early development of Buddhism; the Mahayana or "Great Vehicle;" Mahayana civilization in India and beyond; Indian tantric Buddhism; and Buddhism in Tibet. Attention is paid not only to Buddhist theory, but to actual practice. The scope of study includes the varieties of Buddhism practiced in the monastery, in the lay context, and in the retreat setting of forest meditator.

2. Genres of Buddhist Literature

Four "text" courses in which students read primary sources of Buddhist literature in translation. The four courses examine selected texts and commentaries on Vinaya, Abhidharma, Mahayana, and Vajrayana traditions.

3. Buddhist Meditation

Buddhist meditation, studied in a non-sectarian but engaged way, is examined through:

a) Four "meditation practicum" courses, one each semester, in which students study meditation manuals, hear lectures on various styles of Buddhist practice, explore meditation for themselves, and engage in discussion on the nature of meditation as a practical discipline in relation to their own lives. Students are also assigned an individual meditation instructor who serves as a sounding board for their own evolving understanding.

b) A week-long sitting period for Buddhist Studies students, faculty, and staff that follows mid-term examinations each semester.

c) The "dathun," a month-long intensive group retreat of sitting meditation, required for graduation. A pre-requisite for the Engaged Buddhism track.

4. The Living Tradition of Buddhist Teachers and Masters

Students are able to have contact with many Asian and Western Buddhist teachers, representing a wide variety of traditions and orientations, through courses, special events, and the departmental activities that surround the visits of important teachers. Tibetan teachers are most in evidence at the Institute, but Zen, Theravada, Pure Land, and representatives of other traditions frequently pay visits.

5. 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. Applies to all concentrations.

6. Masters of Arts paper, project, or translation is to be presented at the completion of the student's coursework. Applies to all concentrations.

Special emphasis in the Three Buddhist Studies M.A. Degree Concentrations

The Master of Arts Program in Buddhist Studies is a two-year course of study with the following requirements in a choice of three concentrations.

The Language Concentration

The language concentration offers students the opportunity to study either Sanskrit or Tibetan through two years of study, delving deeply into Buddhist texts, beyond the filter of the English language and the many translators who have interpreted them.

Tibetan

The Tibetan Language provides access to the rich and diverse world of Tibetan Buddhist literature as well as the oral teachings of contemporary masters. This concentration provides training in both classical Tibetan and modern language. Study of classic Tibetan involves learning grammar and vocabulary of the older language and reading in simple texts. Modern Tibetan is learned through the study of the contemporary idiom and practice in hearing and speaking Tibetan.

Sanskrit

Sanskrit is the universal language of Buddhism. It stood close to the language of the Buddha himself; it was the idiom of Indian Buddhist texts, and it
functioned as the common language of Buddhism throughout Asia. The Sanskrit emphasis provides students with a knowledge of Sanskrit grammar and vocabulary, as well as reading knowledge providing access to the world of Buddhist texts.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year - Fall</td>
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<td>REL 500 Meditation Practicum</td>
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<tr>
<td>REL 560 Nikaya Buddhism</td>
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<tr>
<td>REL 610 Tripitaka Texts</td>
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<tr>
<td>Sanskrit or Tibetan I</td>
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<td>Body work elective</td>
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<td><strong>First Year - Spring</strong></td>
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<tr>
<td>REL 520 Meditation Practicum II</td>
<td>3</td>
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<tr>
<td>REL 580 Introduction to Madhyamaka</td>
<td>3</td>
</tr>
<tr>
<td>REL 660 Mahayana Texts</td>
<td>3</td>
</tr>
<tr>
<td>Sanskrit or Tibetan II</td>
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<tr>
<td>REL 570 Mahayana Buddhist Civilization</td>
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<tr>
<td>REL 550 Meditation Practicum III</td>
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<tr>
<td>REL 542 Buddha Nature School</td>
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<tr>
<td>REL 710 Buddha Nature/Vajrayana Texts</td>
<td>3</td>
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<tr>
<td>Sanskrit or Tibetan III</td>
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<tr>
<td>REL 800</td>
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<tr>
<td>REL 575 Meditation Practicum IV</td>
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<tr>
<td>REL 572 Buddhism in Tibet</td>
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<tr>
<td>REL 760 Vajrayana Texts</td>
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<tr>
<td>Sanskrit or Tibetan IV</td>
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<td>REL 850 M.A. Colloquium II</td>
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<td>REL 650 Dathun</td>
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<td>REL 880 Comprehensive Exams</td>
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<tr>
<td>REL 885 Master's Project Translation</td>
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<tr>
<td><strong>TOTAL CREDITS</strong></td>
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</table>

**The Contemplative Religion Concentration**

Contemplative experience and training are at the heart of most of the world's great spiritual traditions. Students who select this concentration study the mystical and meditative dimensions of a wide range of religious traditions including Buddhism, Christianity, Judaism, Islam, Hinduism, the religions of East Asia, and Native American spirituality. Through studying each tradition phenomenologically and through treating it as a human voice to be heard, students are encouraged to be challenged by the various perspectives presented, stimulated in their own thinking about spirituality, and challenged by what they learn.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tr>
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<td>REL 560 Nikaya Buddhism</td>
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<tr>
<td>REL 510 Introduction to Religion</td>
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<tr>
<td>Body work elective</td>
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<tr>
<td>Contemplative Christianity, Contemplative Judaism, or Native American Traditions</td>
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</table>

**First Year - Spring**

- REL 520 Meditation Practicum II 3
- REL 580 Introduction to Madhyamaka 3
- REL 660 Mahayana Texts 3
- REL 570 Mahayana Buddhist Civilization 3
- Contemplative Hinduism or Religions of China & Japan 3

**Second Year - Fall**

- REL 550 Meditation Practicum III 3
- REL 542 Buddha Nature School 3
- REL 710 Buddha Nature/Vajrayana Texts 3
- Contemplative Christianity, Contemplative Judaism, and/or Native American Traditions 6
- REL 800 M.A. Colloquium I 1.5

**Second Year - Spring**

- REL 575 Meditation Practicum IV 3
- REL 572 Buddhism in Tibet 3
- REL 760 Vajrayana Texts 3
- Contemplative Hinduism or Religions of China & Japan 3
- REL 850 M.A. Colloquium II 1.5
- REL 650 Dathun 0
- REL 880 Comprehensive Exams 0
- REL 885 Master's Project Paper 0
- **TOTAL CREDITS** 60

**Engaged Buddhism Concentration**

"Engaged Buddhism" refers to a broadly based movement of Asians and Westerners seeking to apply Buddhist principles to the challenges of rapid global secularization, economic development, and rampant materialism. The program includes both theoretical and practical training. Students study classical Buddhist philosophy, ethics, and meditation. They also explore "engaged" ideas and traditions of Buddhism, from its origins in the life of the Buddha, down to the modern engaged Buddhist movement with its three dimensions. These include alternative social models (monasteries, practice communities), radical activism (focusing on changing institutions and societal values), and social service work. Practical training focuses particularly on the "social service" dimension and trains students in skills that will enable them to enter into and be effective within this arena of helping others, especially leadership training and conflict resolution. Our internships are in pastoral counseling which leads to certification in Clinical Pastoral Education (CPE), enabling students to qualify in hospital, hospices, prison, or homeless shelter settings.

Dathun, or minimum equivalent of a four-week meditation retreat is a prerequisite for the program.
### Academic Programs

#### Courses

<table>
<thead>
<tr>
<th>Year</th>
<th>Module</th>
<th>Credits</th>
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<td>REL 500 Meditation Practicum I</td>
<td>3</td>
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<tr>
<td></td>
<td>REL 560 Nikaya Buddhism</td>
<td>3</td>
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<tr>
<td></td>
<td>REL 515 Buddhism and Social Action</td>
<td>3</td>
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<tr>
<td></td>
<td>REL 525 Contemplative Christianity</td>
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<tr>
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<td>REL 514 Change Mastery I</td>
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<td></td>
<td>REL 692 Communication: Connecting with Others</td>
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<td><strong>First Year - Spring</strong></td>
<td>REL 520 Meditation Practicum II</td>
<td>3</td>
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<td></td>
<td>REL 585 Spiritual Models of Social Action</td>
<td>3</td>
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<td>REL 880 Introduction to Madhyamaka</td>
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<tr>
<td></td>
<td>REL 550 Cultures, Global Society, and Third World Development</td>
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<tr>
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<td>REL 665 Transition and Ritual: Holding Others</td>
<td>2</td>
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<td>REL 524 Change Mastery II</td>
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<td><strong>Second Year - Fall</strong></td>
<td>REL 746 Engaged Buddhism Field Placement</td>
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<td>REL 736 Engaged Buddhism Colloquium I</td>
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<td>REL 550 Meditation Practicum III</td>
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<tr>
<td><strong>Second Year - Spring</strong></td>
<td>REL 575 Meditation Practicum IV</td>
<td>3</td>
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<tr>
<td></td>
<td>REL 521 Death and Dying: A Tibetan Perspective</td>
<td>2</td>
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<tr>
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<td>REL 735 Engaged Buddhism Colloquium II</td>
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<tr>
<td></td>
<td>REL 784 Community: Gathering Others Together</td>
<td>3</td>
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<td>REL 534 Change Mastery III</td>
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<td>Engaged Buddhism Elective</td>
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<td></td>
<td>REL 880 Comprehensive Exams</td>
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<td></td>
<td>REL 885 Master's Project Paper</td>
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<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td></td>
<td>60</td>
</tr>
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</table>
Traditional Eastern Arts

Full-Time Faculty: Bataan Faigao, Jane Faigao (co-chairs)

Part-Time Faculty: Jude Blitz, Ravi Dykema, Carol Halpern, Dessie Howard, Kyoko Kita Sensei, Bill Scheffel, Valerie Sanford, Ven. Shibata Sensei and Instructors of Ryuko Kyudojo, Hiromi Wiener Sensei

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 in which the core discipline is practiced, 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. Those final two credits will be an expanded study of the major awareness discipline (1 credit).

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 Introduction to Contemplative Religions, The Religions of China and Japan, and 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 trains us to discover simplicity and clarity of mind. It develops Shamatha, "peace" and Vipashana, "insight." The student has the opportunity to settle into the practice of sitting meditation, begins to develop gentleness, "maitri," 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 a period of time will gain the pliability of a child, the health of a lumberjack, and the peace of mind of a sage.”

-- Grand Master Cheng Man-Ching

Tai-chi Ch’uan is translated as “the supreme ultimate system of self-defense.” It is a moving meditation, 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 and will power. 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 sequences. They emphasize complete relaxation, accuracy of motion, and natural breathing. As the body is given a chance
Academic Programs

to relax within action, one experiences that life can be lived and all work accomplished with less effort. The 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, Morohie Ueshiba, 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 this vast 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 conflict without killing the life spirit from which it comes. We practice Aikido not because we are realized beings but to further develop that source within ourselves.

Yoga

"Yoga chitta vritti nardha. 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, and Tea Ceremony may discuss the possibility of Out of Residency Registration with their advisor.

Requirements For The B.A. in Traditional Arts

Courses | Credits
--- | ---
First Year - Fall
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 580 Shambhala Meditation Practicum II, or REL 520 Buddhist Meditation Practicum II | 3
Major Awareness Discipline
(T'ai-chi Ch'uan II, Aikido II or Yoga II) | 3
SUBTOTAL | 6

Second Year - Fall
TRA 499 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) | 3
SUBTOTAL | 7

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

TOTAL CREDITS | 24
Visual Arts

Full-Time Faculty: Robert Spellman (chair)
Part-Time Faculty: Joan Anderson, Harriet Campbell, Laurie Doctor, Cynthia Moku, Joshua Mulder, Michael Newhall,

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

The two-year B.A. Visual Arts curriculum includes courses that explore the creative process and artistic expression as well as their resultant social and environmental impact. Studio classes offer training in drawing, watercolor, figure drawing, painting, color theory, Japanese brush stroke, the sacred geometry of Tibetan thangka painting, calligraphy and book arts, and sculpture. These are complemented by courses surveying Western and Eastern art history and classes exploring the creative process. The senior year culminates in a portfolio presentation and an exhibition of students’ art in the Naropa Gallery, which draws viewers from the Boulder/Denver area. Throughout the two-year program, students receive meditation instruction from faculty members.

Requirements for the B.A. in Visual Arts

<table>
<thead>
<tr>
<th>Courses</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>
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</tr>
<tr>
<td>ART 550 Art of the Western World</td>
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</tr>
<tr>
<td>ART 560 Art of the Eastern World</td>
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</tr>
<tr>
<td>ART 590 Portfolio &amp; Gallery Presentation</td>
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<tr>
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<td>3 credits in a studio class in a Western discipline:</td>
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<tr>
<td>ART 505 Drawing I, or ART 515 Watercolor I</td>
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<tr>
<td>3 credits in a studio class in an Eastern Discipline:</td>
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<td>ART 588 Thangka Painting I, or ART 597 Brush Stroke I</td>
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<td>7 credits selected from:</td>
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<td>ART 548, 553, 563 Thangka Painting II, III, IV</td>
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<tr>
<td>ART 547 Brush Stroke II</td>
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<td>ART 545, 565 Painting I &amp; II</td>
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<td>ART 520 Calligraphy &amp; Book Arts</td>
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<td>ART 555, 576 Figure Drawing I &amp; II</td>
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<td>ART 540 Sculpture</td>
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<td>ART 570 Art and Environment</td>
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<td><strong>TOTAL CREDITS</strong></td>
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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

Allen Ginsberg, Founder Emeritus

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

Part-Time Faculty: Jack Collom, Brad O'Sullivan, Julie Patton, Julie Seko, Steven Taylor

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

Administrator: Monika Edgar
Summer Writing Program Director: Max Regan

Writing and Poetics

A Mecca for accomplished and aspiring writers alike, The Naropa Institute's Writing and Poetics Program is less a college "department" than an itinerant community of writers and scholars. Naropa reinstates the old Greek akademeia, "a grove of trees" wherein elder and younger writers exchanged ideas and techniques; or it conjures classical India where poets, philosophers and yogins practiced and debated their various arts. Our Writing and Poetics Program offers training in the composition of poetry, prose and fiction, as well as opportunities for translation and the writing of creative non-fiction. The Writing and Poetics Program regards language as the most treasured repository of human culture and honors this domain by studying oral and written literature from pre-classical, tribal origins to the most recent manifestations in Modernist and Post-Modern writing.

The Naropa Writing and Poetics Program emerged 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 an American tradition of Outrider and Rebel Angels, a lineage that derives from the innovations of Whitman and Dickinson, from the visions of Melville and Poe, and from the social activism of Frederick Douglass and Thoreau. The program considers mindfulness, keen alertness to language, and social awareness as basic to any writing practice. From its inception the Writing and Poetics Program 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.

Writing and Poetics Program students develop the confidence, skills, and strength of character to undertake an active role in the literary life as writer, teacher, reader, editor and/or publisher. Though we have designed the curriculum for students with a commitment to writing as a profession, it is open to all students with an interest in the sources of poetry and prose and the delights found in literature.

In addition to the pursuit of their own writing, students may work as assistants to visiting Summer Program 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, M.F.A. students may lead Summer Writing Program undergraduate discussion groups. Our students encounter the accomplished and provocative writers of our times throughout the academic year, and especially during the Summer Writing Program when a large number of visiting faculty join us. The Summer Writing Program enjoys international notoriety as a place where discovery, challenge and debate are daily occurrences. During the school year our students work at their writing in small workshops, often with a study of literature. Thus the Poetics in our program's title: an investigation of the elements found in verse or prose. The Writing and Poetics Program faculty feel our small class size and hands-on approach results in individual attention which allows our student work to flourish.
Academic Programs

We are proud of our students and graduates. During the last two years a Naropa graduate received an NEA award in poetry; another M.F.A. student was a finalist for the Walt Whitman Prize from the Academy of American Poets. Two prose students won awards in the Raymond Carver Contest, a Prism International Short Fiction Award, and a Story Magazine Competition. Work from Naropa Writing and Poetics graduates has recently appeared in *American Poetry Review*, *Exquisite Corpse*, *Harpers*, *Bomb*, *AWP Newsletter* and will be in the forthcoming anthology, *American Poets Say Goodbye To The Twentieth Century*, edited by Andrei Codrescu. In addition, Naropa graduates have appeared on MTV's *The Spoken Word* programs and on *The United States of Poetry* series on PBS.

Concentrations

Upon admission to the B.A. and M.F.A. programs students are encouraged to select and follow either a prose or poetry concentration, but may take workshop classes in both concentrations.

Poetry

B.A. and M.F.A. students undertake a rigorous exploration of poetry from its pre-classical origins to contemporary avant-garde manifestations. Writing includes both Western and Eastern models of traditional composition: haiku, renga, canzone, sestina, prose poems, free verse, and metrical forms. Our literature classes cover American and international poetry, concentrating on how committed writers pursue their vocations. Periodically the poetry concentration includes courses in Ethnopoetics, Mythopoetics, Feminist Studies, and Hermeneutics, depending upon the particular accomplishments and interests of visiting and resident faculty.

Prose

B.A. and M.F.A. students examine the techniques of modern fiction and creative prose. Basic strategies for monologue, dialogue, point of view, characterization, scene construction, and tone are explored and regular assignments given to practice these. Experiments in narration are encouraged and often studied in detail. During the prose workshops, fiction, memoir, autobiographical prose, drama, screenplays, and videos are used as examples of successful narrative techniques. The goals of our workshops and seminars are building student peer groups for practicing editing skills and creating an informed vocabulary for group discussion. A free range of texts is used at both M.F.A. and B.A. levels, from classic short stories to mystery novels to memoirs.

Summer Writing Program

During The Naropa Institute's Summer Writing Program in June and July, guest writers join the year-round faculty and students in a four-week program of workshops, lectures, faculty-student interviews, readings, performances and panel discussions.

The Summer Writing Program has become internationally famous and attracted writers, scholars, journalists, publishers, philosophers, anthropologists, naturalists, and students from the Americas, Europe, Africa, and Asia. The program generates exploration, challenge, and discovery in company with some of the most provocative and innovative writers of our time. As many as 40 writers join the core faculty each summer.

Students are exposed to a wide range of subject matter, compositional methods, and aesthetic techniques. Weekly topics explored in recent years include Ecology, Ethnopoetics, Investigative Poetics, Gender and Feminism, and Performance Art.

B.A., Writing and Literature

In 1986, when The Naropa Institute received accreditation, the Writing and Poetics Department began to offer the 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.

Texts studied by B.A. students range from classics of Greece, China, and India to contemporary experimental documents. Writing includes training in both Western and Eastern modes of composition: haiku, renga, character sketches, vignettes, canzones, sestinas, short stories, monologues, prose poems, critical essays, free verse, and formal metrics. During their course of study students present their own work both orally and in written format.

The B.A. program encourages clear and decisive oral presentation of work. A willingness to take risks, to shed personal mental conditioning and preconception, and to write from an open state is the goal of our program.

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 (not required) to spend one summer in residence for which they receive 6 credit hours that satisfy writing and literature requirements.

Academic Year

B.A. in Writing and Literature is generally a full-time two year program starting in the Fall (also available for part-time study). During a student's last semester of residence, he or she prepares a final manuscript.
Writing and Literature Curriculum

Writing Workshops: Writing Poetry, Writing Fiction

Each semester the department offers at least two writing workshops. Undergraduate writing workshops include Writing Poetry, Writing Fiction and occasionally, practica. The goal of these is to insure that our students' reading, writing, performance and scholarship all contribute to their ability to convey observations in direct and appropriately shaped language.

Literature Courses: Literature Seminar, Trends in Contemporary Literature, Rebel Angels, Eco-Lit

All literature courses (except the M.F.A. Lecture Series which requires instructor's permission) offered within the M.F.A. curriculum are also available to B.A. students.

Our literature courses may examine a single writer's work in detail, specific themes from literary history, or an overview of aesthetic techniques. Past literature subjects have been Ezra Pound's Cantos, The Open Road in American Fiction, Introduction to Feminist Theory, and Eco-lit. Many classes cover the Modernist period, concentrating on writers who have belonged to such movements as the Objectivists, the Imagists, the Harlem Renaissance, the San Francisco Renaissance, the Black Mountain School, the Beats, and the New York School. All literature classes require students to submit critical essays and give oral presentations.

Elective Courses

Our B.A. students design an elective track in consultation with the B.A. student advisor. Project Outreach, which involves direct work in the local communities is available for hands-on teaching experience. B.A. students may also study Letterpress Printing offered within the Writing and Poetics department to satisfy the elective requirements. Elective classes in dance, theater, psychology, and the contemplative traditions round out the curriculum.

B.A. Manuscript

To receive the B.A. degree in Writing and Literature, during the last semester of residence each student presents a manuscript that reflects his or her course of study and writing. The manuscript collects the finest writing the student has accomplished at Naropa and includes a brief literary essay. Please see Manuscript Guidelines in the Writing and Poetics Student Handbook.

Requirements for the B.A. degree in Writing and Literature

The program requires a total of 120 credit hours, 24 of which are completed in major and distributed among the following:

Courses Credits
12 credit hours in writing workshops chosen from the following 3 credit options: 12
WRI 420 Writing Poetry
WRI 411 Writing Fiction
WRI 460 Writing Poetry
WRI 461 Writing Fiction

12 credit hours in literature courses chosen from the following 3 credit options: 12
WRI 543 Literature Seminar
WRI 545 A Trends in Contemporary Lit.
WRI 545 B Trends in Contemporary Lit.
WRI 550 Rebel Angels
WRI 555 A Literature Seminar
WRI 583 B Literature Seminar
WRI 583 Literature Seminar
WRI 580 Eco-Lit

TOTAL CREDITS: 24

Optional Coursework

WRI 451-454 Summer Writing Program may be taken as 3 alternate credit hours in writing and 3 credit hours in literature.

Electives offered within the Writing and Poetics department may be taken as part of the general elective requirement for the B.A. degree completion:

WRI 581 Outreach 1-3
WRI 582 Letterpress Printing I 3
WRI 583 Letterpress Printing II 3

(Please see the Naropa Degree Student Handbook for the standard B.A. graduation requirements.)

M.F.A., Writing and Poetics

The Academic Year

M.F.A. in Writing and Poetics is a full-time, two to two and a half year degree program. Graduate students typically enter the program in the summer and continue studies for another four semesters. Two Summer Writing Programs are required of all students for completion of the degree.

During a student's last semester in residence, he or she prepares a final manuscript and participates in the Oral Graduate Presentation.

The M.F.A. program is also available for part-time study.
Academic Programs

Writing and Poetics Curriculum

Writing Workshops: Practice of Poetry, Practice of Fiction, Practice of Translation

Writing workshops are semester-long courses in creative writing. Workshops require regular submission of original work for critique, oral presentation, extensive editing, and ongoing dialogue with students and faculty. Our students are encouraged to develop expertise in a variety of compositional modes and peer group editorial skills.

The translation workshops involve 1) close and comparative readings of traditional and modern classics of world literature in English translation, 2) discussion of theoretical considerations of the art of translation (Benjamin, Steinher, Rabassa, Weinberger and others), and 3) critiquing new translations by our students.

Note: please do not confuse a writing workshop offered in our department with a workshop in other Institute programs; different drop/add policies apply.

Creative Reading and Writing Courses

Creative Reading and Writing courses such as The Long Poem, Sequences, The Poem and the Journal, examine compositional, aesthetic, and editorial strategies for producing longer works in poetry and prose. A Creative Reading and Writing course can be taken as either a writing workshop or a literature class.

Literature Courses: Literature Seminar, MFA Lecture Series, Trends in Contemporary Literature, Rebel Angels, Eco-Lit

Our literature courses may examine a single writer's work in detail, specific themes from literary history, or an overview of aesthetic techniques. Past literature subjects have been Ezra Pound's Cantos, The Open Road in American Fiction, Introduction to Feminist Theory, and Eco-lit. Many classes cover the Modernist period, concentrating on writers who have belonged to such movements as the Objectivists, the Imagists, the Harlem Renaissance, the San Fran Renaissance, the Black Mountain School, the Beats, and the New York School. All literature classes require students to submit critical essays and give oral presentations.

Elective Courses

Once admitted, our students have an ample choice of electives during the regular school year and during the Summer Writing Program to round out their course of study. Elective coursework and artistic collaboration with the departments of Theater, Music and Dance can be an option. There are opportunities to pursue research and study in the fields of Anthropology, Buddhist Studies, Environmental Studies, and Psychology. In addition, Letterpress Printing and Project Outreach are offered within the Writing and Poetics Department as elective courses. In some cases, with an advisor's permission, Project Outreach and Letterpress Printing may be taken to satisfy degree requirements in either writing workshops or literature. Please see your advisor for further information.

Contemplative Arts Requirement

Each student must take three credit hours in one of the Traditional Eastern Arts or in meditation. Meditative techniques require no adherence to religious doctrine. There are a variety of courses available to the M.F.A. students that satisfy this requirement, including Taiji Ch'uan, Sitting Meditation, Aikido, Ikebana, Sumi Brush, and Yoga among others, each providing a method of honoring the open field of mindful awareness. Please see the Naropa Degree Student Handbook for a complete list of courses satisfying this requirement.

M.F.A. Manuscript (WRI 880)

In keeping with the dual approach of the department of Writing and Poetics students submit both a creative manuscript (65-150 pages of poetry or 100-125 pages of prose), a critical essay of 25 pages, and formal annotated bibliography. (Please see Manuscript Guidelines in the Writing and Poetics Student Handbook.)

Oral Graduate Presentation

As part of the formal evaluation of student work in the Writing and Poetics program, we hold an oral presentation and critique of manuscript material. These presentations are restricted to students graduating in the M.F.A. program. Bobbie Louise Hawkins is Faculty Advisor to students preparing for the presentations (Please see Writing and Poetics Student Handbook for more information.)

Requirements for the M.F.A. degree in Writing and Poetics

The program requires a total of 49 credit hours distributed among the following:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>16 credit hours in Summer Writing Program:</td>
<td></td>
</tr>
<tr>
<td>WRI 751-754 Summer Writing Program I</td>
<td>8</td>
</tr>
<tr>
<td>WRI 751-754 Summer Writing Program II</td>
<td>8</td>
</tr>
<tr>
<td>One optional credit hour:</td>
<td>1</td>
</tr>
<tr>
<td>WRI 549 Poetry Practicum</td>
<td></td>
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<tr>
<td>9 credit hours in writing workshops from the following 3 credit options:</td>
<td>9</td>
</tr>
<tr>
<td>WRI 542 Practice of Translation</td>
<td></td>
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<tr>
<td>WRI 811 A Practice of Fiction</td>
<td></td>
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<tr>
<td>WRI 811 B Practice of Fiction</td>
<td></td>
</tr>
<tr>
<td>WRI 811 C Practice of Fiction</td>
<td></td>
</tr>
<tr>
<td>WRI 813 A Creative Reading and Writing</td>
<td></td>
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</tbody>
</table>

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Academic Programs

9 credit hours in literature courses from the following 3 credit options:
- WRI 543 Literature Seminar
- WRI 545 A Trends in Contemporary Lit.
- WRI 545 B Trends in Contemporary Lit.
- WRI 550 Rebel Angels
- WRI 553 A Literature Seminar
- WRI 553 B Literature Seminar
- WRI 554 Literature Seminar
- WRI 560 Eco-Lit (3)

6 credit hours in electives:
- WRI 581 Outreach
- WRI 582 Letterpress Printing I
- WRI 583 Letterpress Printing II

Other elective courses drawn from the Institute's offerings:
3 credit hours in Contemplative Arts

WRI 580 Manuscript
Oral Graduate Presentation

TOTAL CREDITS 49

Writing and Poetics Program Special Features

The Allen Ginsberg Library

The recently constructed Allen Ginsberg Library contains nearly twenty years' 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.

Project Outreach

Directed by Jack Collom, Project Outreach places our students in local prisons, schools, homeless shelters, halfway houses, hospitals and retirement homes to inspire and instruct members of those communities in the language arts. Naropa Writing and Poetics Program students receive course credit while going into the world as cultural workers, improvising and sharpening their own teaching skills, practicing social awareness for the benefit of the local community.

Bombay Gin

Bombay Gin, the journal of The Naropa Writing and Poetics Program, is edited each year by M.F.A. students. Our students solicit contributions, select the contributors, and conceive and execute the journal’s production, from typesetting to layout and design. New issues are available at the beginning of June. Back issues are available at any time at the Naropa Bookstore. It is strongly advised that prospective students get copies of the student magazine to check out the quality of the writing of our students before submitting an application. Anselm Hollo serves as Faculty Advisor to the editors of Bombay Gin.

Students for Ethnic Inclusion (S.E.I.).
Zora Neale Hurston Scholarship

Our students believe in the value of a diversified Naropa student body. In working toward that goal they raise money through benefit readings and other means to fund the Zora Neale Hurston Scholarships for minority writers of exceptional promise. Qualified prospective applicants are advised to contact the program office and inquire about these scholarships. Generally, a Zora Neale Hurston scholarship covers tuition and housing for attendance at the Summer Writing Program. In addition, summer scholarships are also given to students from the Institute of American Indian Arts in Santa Fe. Keith Abbott oversees the S.E.I. activities.

The Ted Berrigan Scholarship

The Ted Berrigan scholarship is awarded to one or two second year qualified M.F.A. program students each spring semester. To apply for the scholarship please submit a 1-3 page personal letter describing your financial needs, contributions and activities within the Writing and Poetics Department and The Institute, recent professional accomplishments, current projects and/or publications of your work. The Ted Berrigan Scholarship covers The Summer Writing Program tuition.

The Kavyayantra Press at the Harry Smith Print Shop

In October, 1993 a full Letterpress print shop moved 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 papers, elegant inks, and platen or proof presses. The print shop has added a fine crafts dimension to the Naropa Writing and Poetics Program. Periodic classes include bookbinding and paper making. The press is housed in the on-campus cottage where film-maker, musicologist, linguist, and poet Harry
Academic Programs

Smith lived out the final years of his life. Brad O'Sullivan, the Print Shop's Technical Coordinator oversees printing projects, and Andrew Schelling serves as Faculty Advisor.

Zen Mountain Monastery Residency

M.F.A. 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. Students taking a Zen Mountain Monastery residency may also receive training in editing and publishing at the Center's Dharma Communications building.

Activities

Student Arts Concerts, Bombay Gin and S.E.I. benefit readings are among the regularly scheduled Writing and Poetics student and faculty events on campus. Magazines and book series published by students and faculty include Exit Zero, Project Outreach and Eco-Lit journals. Students are welcome to join the Disembodied Arts Collective, the Women's Discussion Group and/or form their own formal or informal organizations.
Academic Programs

Study Abroad Programs
Nepal and Bali

Program Overview

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 early 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 includes tuition (12 semester credit hours), room and board, field trips, festivals, and in-country transportation expenses. The cost for the 1996 program was $6,500. Airfare from the West coast is separate and is negotiated yearly by the Institute.

Core Courses

- ANT 556 Arts & Culture of Nepal
- ANT 586 Independent Research: Nepal
- REL 506 Meditation Practicum: Nepal
- REL 516 Nepali Language I
- REL 526 Buddhist Traditions: Nepal

Credits

- 3
- 2
- 1
- 1
- 3

Electives:

- ART 556 Tibetan Scroll Painting
- MUB 546 Nepali Music & Dance
- REL 566 Colloquial Tibetan: Nepal
- REL 576 Nepali Language II

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

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 terrace 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 "losmen" (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. The 1996 program was $5,000. An additional charge is added for the optional independent study/travel project. Airfare from the
Academic Programs

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

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 538 Arts &amp; Culture of Bali</td>
<td>3</td>
</tr>
<tr>
<td>ANT 588 Independent Research: Bali</td>
<td>3</td>
</tr>
<tr>
<td>MUS 548 Balinese Gamelan Orchestra: Bali</td>
<td>2</td>
</tr>
<tr>
<td>REL 508 Meditation Practicum: Bali</td>
<td>1</td>
</tr>
<tr>
<td>REL 518 Indonesian Language I</td>
<td>1</td>
</tr>
</tbody>
</table>

Electives:
- AET 558 Balinese Batik                           | 2       |
- AET 568 Balinese Painting                        | 2       |
- AET 578 Balinese Mask Carving                    | 2       |
- DAN 508 Balinese Dance                           | 2       |
The School of 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's School of Continuing Education serves as a vehicle to offer contemplative education programs, lectures, and events to the Boulder community and the general public.

Continuing Education at The Naropa Institute is now offered in the fall, spring, and summer. 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 Environment & Culture.

Highlights of our 1996-97 program include: Michael Lerner (editor of Tikkun Magazine), Anthropologist Joan Halifax, Native American teacher Leslie Gray, Dr. Alexander Lowen (father of American Somatic Psychology), Author Sam Keen, and Master Painter Michael Fuchs.

Each semester, we offer close to 100 programs to the public. For more information, or a copy of our latest catalog, please contact The School of Continuing Education at (303) 546-3578.

Summer Program

The Naropa Institute Summer Program hosts nationally and internationally known scholars and artists to present innovative lectures, performances, and workshops. Each year, summer faculty and students combine the study of specific disciplines, such as dance/theater studies, visual arts, music, or psychology 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 gather to create a fertile ground for collaboration and the exchange of ideas.

Approximate Dates for Summer, 1997:
June 16 - July 27

Conferences and Workshops

Each year, major conferences, workshops and intensives bring together leaders in their respective fields to 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

In Summer 1997, we are pleased to co-sponsor a conference on Creativity, Health, and Wholeness with The New Age Journal featuring Ram Dass, Rabbi Zalman Schacter, and many others. This will become an annual event each summer.

The Summer Writing Program

Since its establishment 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 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 artists, 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) 546-3578.
Courses

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
800-889: 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 paths 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 or aberrant versus normal behavior, nurturing versus abuse, and other topics in cross-cultural psychology.

ANT 520 Culture and Technology - 3cr - Faculty
Our modern technological culture forces many people into 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 and 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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Courses

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 outlooks 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 we 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; where, when, 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 about 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 Sela 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.
Courses

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**
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, and 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 502 Pottery From the Earth - 2cr - Marcia Usow**
In the Native American tradition all pottery comes from Mother Earth. Finding, using, and firing clay in the traditional way will be the subject of this class. Focus will be on forming, burning, and decorating clay using tools that we create. Yucca leaf brushes and gourd scrapers are some examples of tools. Videos of traditional artists from the Pueblo communities will be shown and studied. The class will end when we fire our pots in a kiln created from found materials using wood and dung as fuel.

**ART 505 Drawing I - 3cr - Robert Spellman**
This studio course focuses on the development of spatial and expressive elements of drawing. Study of shapes, lines, forms, and compositions. 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 continuous practice. 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 supplemented by design exercises to explore color, texture, and rhythm. Class exercises include traditional practice of forms as well as more expressive techniques conducive to the creative process. A hand-bound book form is also introduced in this class. *This class may be repeated once for credit.*

**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 505.

**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. The final trimester of the class involves mixing with paints from the primaries, acquiring tints and shades. Class culminates with a final paper and art project specific to color, space and relationships. *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 landscapes. 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 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, acrylic, 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 the 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 - 3cr - Faculty
Works of art reflect the context in which they are created and the minds of the artists who created them. When 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 - 3cr - 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 553 and ART 543.

ART 555 Figure Drawing I - 1.3cr - 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 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 tigse, or proportions for each figure; inking, shading, color mixing and painting. The culmination of the course work is a small to medium thangka of the students 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 - 2.5cr - 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 - 3cr - 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 553 Thangka Painting IV - 3cr - Cynthia Moku
This course of study is for advanced students of thangka painting. Prerequisite: ART 553, ART 543, and ART 553.

ART 555 Painting II - 3cr - Michael Neuhall
This course is a continuation of ART 545. Prerequisite: ART 545.
Courses

ART 568 Balinese Painting  - 2.5cr  - 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  - 2.5cr  - 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  - Faculty
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 and 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 and is co-taught by faculty.*

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/jam is required.

DAN 350 Contemporary Dance Forms I - 3cr - Diane Butler and Carol McDowell
Continuation of DAN 310.

DAN 380 Body-Mind Centering I: Foundation and Anatomy - 3cr - Margo Iseman or Mary Ann Foster
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. *Prerequisite: 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 - 3cr - Tracy Kiyeya
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 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. *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 Lasmawan
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 - Margo Iseman or Mary Ann Foster
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 - Diane Butler and Carol McDowell
Continuation of DAN 400.

DAN 499 Independent Study - 1-3cr - Faculty
Courses

DAN 508 Balinese Dance - 2-5cr - 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 Shambhals and Buddhist approaches to working with our states of minds, 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 disciplines 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 Body Mind Development and Expression - 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 both ourselves 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 class 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, and 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. Class also involve out-of-class observations of children.

ECE 410 Kindergarten Magic - 2cr - 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 impulse in relationship to sharing the magic.

ECE 430 Teaching Preschool Children - 3cr - Alice Renton
This course bring 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 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 in all 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.
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 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.

ECE 555 Emotional Development - 2cr - Jo Ann Robinson
In this seminar the central role of emotions in the development of the child will be considered. The first portion of the course will be devoted to the presentation of emotional theories, Western and Eastern perspectives including biological, cognitive, and social constructionist theories. In the second portion of the course development of emotion expression and regulation will be considered with an emphasis on infancy and early childhood. Some time will be devoted to middle childhood and adolescence, and the increasing importance of peers in relation to these issues. The importance of the relationship context for emotional regulation will be discussed, with an expanding view of relationships throughout each phase.

**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.
Courses

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. This course fosters a personal encounter with the Sacred, and offers skills that are helpful in any situation of change, challenge, and stress. As a final exam, a four day weekend spent together in Nature, is a required part of the course. Details will be provided in the syllabus, as the activities on this weekend will vary. Required for Environmental Studies majors.

ENV 320 Ecology and Evolution - 3cr - Chuck Patterson
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, we will investigate 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 practicing 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 unnatural. 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 330, 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 summarized 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 "medicines". All ceremonies in this course are without fee and guests may attend. Required for Environmental Studies majors.

ENV 520 Deep Ecology in Context - 3cr - Suzanne Duarte
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 330. 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.
Courses

ENV 540 Ecology and Environmental Issues - 3cr - Suzanne Duarte
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 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 A Deepening of Wisdom I - 4cr - Forrest Ketchin, Roger Dorris, Eagle Cruz, Bayard Cobb, and Suzanne Duarte
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 Deep Ecology, Ecology, Ecopsychology, council process, and meditation. 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 570 A Deepening of Wisdom II - 4cr - Forrest Ketchin, Roger Dorris, Eagle Cruz, Bayard Cobb, and Suzanne Duarte

ENV 600 Shambhala Meditation for Environmental Leaders I - 2cr - Bayard Cobb and Faculty
"Your own wisdom as a human being is not separate from the power of things as they are." (Shambhala, p. 108.) 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. Open only to students enrolled in the M.A. in Environmental Leadership.

ENV 620 Human and Nature Contract I - 1cr - Forrest Ketchin
This course is designed to compliment 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, visit the first moments of culture and travel to the present, thus including seven strands: Physical and Cultural Anthropology, History, Environmental Ethics, Political Science, Ecology, Economics, and the personal/contemplative. Of central importance will be the long story of nature's covenant with us. Open only to students enrolled in the M.A. in Environmental Leadership.

ENV 621 Engaging Issues Beyond Dichotomies I - 1cr - Faculty
This intensive will focus on shifting from a dualistic world view to a holistic view 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. Required for students enrolled in the M.A. in Environmental Leadership. 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 M.A. students from other college campuses, and to invited professionals. The following two days will be open only to students enrolled in the M.A. in Environmental Leadership. The Keynote Lecture and the first two days can be taken for credit by M.A. students at other campuses and in other M.A. programs at Naropa.

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ENV 630 Transforming Systems I - 3cr - Elizabeth Roberts, Elias Amidon, and Mark McCaffrey
Living Systems theory will be explored for its contributions to environmental and social theory and 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 sociocultural, 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 M.A. in Environmental Leadership. 6 cr. hr. over two semesters, 3 per semester. Commitment must be made to both semesters.

ENV 631 Engaging Systems Change I Nov. 3 - 7 -1.5cr - Faculty
The course will focus on the nature of rapid culture and societal change at a variety of levels: technological, economic, spiritual, and social. Presentations will focus on both theory and practice. Experiential work will be an important component. Required for M.A. in Environmental Leadership. 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 M.A. students from other college campuses, and to invited professionals. The following two days will be open only to students enrolled in the M.A. in Environmental Leadership. The Keynote Lecture and the first two days can be taken for credit by M.A. students at other campuses and in other M.A. programs at Naropa.

ENV 640 Deep Ecology of Wilderness Experience - 2cr - Elizabeth Roberts and Elias Amidon
This course integrates rigorous experiential work with group process and contemplative practice to examine psychological and spiritual factors in 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 the meaning of leadership is required. Wilderness backpacking, solitude and fasting entail some objective physical dangers. Our 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 Arapahoe Ave., Boulder, CO 80302, so we can send you necessary information in preparation before the first meeting.

ENV 660 Environmental Issues and Indigenous Peoples of the Western U.S. - 3cr - Eagle Cruz
This course will combine an exploration of teachings from several Native American groups relevant to creating a harmonious life within 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 able to engage the issues in informed and sensitive ways. Prerequisites: NAM 550, or program student in M.A. in Environmental Leadership.

ENV 670 Human and Nature Contract II - 1cr - Forrest Ketchin
This course is a continuation of ENV 620.

ENV 671 Engaging Issues of Environmental Justice I - 1.5cr - Faculty
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 - Elias Amidon, Mark McCaffrey, and Elizabeth Roberts
This course is a continuation of ENV 630.

ENV 681 Leadership and the Contemplative Mandate I - 1cr - Faculty
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 parallel to the principles found in systems science and indigenous spiritual traditions.

ENV 699 Independent Study - 1-3cr - Faculty
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ENV 700 Environment and the Political Process - 3cr - Peter Marshall
This course will examine traditional assumptions about the value and use of natural resources throughout 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 affect environmental policies will be examined, through a detailed examination of the policy process.

ENV 720 The Art and Ethics of Leadership I - 3cr - John Cobb and Frank Berliner
This course will focus on redefining leadership. The qualities emphasized will be wisdom, justice, and compassion. Four areas will form the structure for exploring this redefinition: The Contemplative Mandate; Leadership and Systems Theory; Leadership and Creative Responses to Conflict; and Leadership and Organization Building. Skills to be fostered include: (A.) Understanding and working within a corporate culture. (B.) The sociology of organizational change. (C.) Mediation and conflict management techniques. (D.) Building and empowering multicultural teams. (E.) Funding and inspiring people with needed expertise. (F.) Evaluating technologies and research data, and overseeing environmental audits. (G.) Fundraising. (H.) Contemplative practice as a source of holistic understanding.

ENV 721 Engaging Issues Beyond Dichotomies II: Personal Peace Making - 1cr - Arvol Lookinghorse and Bill Moger
A partner Leadership Intensive to ENV 621.

ENV 730 Culture and Nature Partnership I - 1cr - 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 through a field restoration project at Hedgerow Farms. 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 value for 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. 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. This exploration will include multicultural and multi-ethnic factors.

ENV 731 Engaging Systems Change II: Change Mastery - 1cr - Faculty
A partner Leadership Intensive to ENV 681.

ENV 770 The Art and Ethics of Leadership II - 3cr - John Cobb and Frank Berliner
This course is a continuation of ENV 720.

ENV 771 Engaging Issues of Environmental Justice II - 1cr - Faculty
A partner Leadership Intensive to ENV 671.

ENV 780 Culture and Nature Partnership II - 3cr - Forrest Ketchin and Faculty
This course is a continuation of ENV 730.

ENV 781 Leadership and the Contemplative Mandate II - 1cr - Faculty
A partner Leadership Intensive to ENV 681.

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

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

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

ENV 850 Practicum 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 course provides faculty guidance to students engaged in writing a report or paper reflecting an internship or project.
Courses

ENV 887 Extended Master's Thesis - 0.5cr - Faculty
Students who have not completed the Thesis may qualify for extension of the Master's Thesis semester. For more information please see the "Special Student Status" section in the Student Handbook. May be repeated.

ENV 888 Extended Master's Paper/Project - 0.5cr - Faculty
Refer to ENV 887 description.

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 - Barbara Dilley
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 210 Cognitive Studies - 3cr - Dee Coulter
This course will explore aspects of body, speech, and mind from a neurological, an esoteric, and an experiential perspective. The work of Martin Seligman, A. Jean Ayres, Rudolf Steiner, Paul MacLean, Jean Piaget, and Alexander Luria will help to inform the course.

FND 230 Great Works - 3cr - Candace Walworth
This course invites students to explore the relationship between great works and their own lives. Readings are selected from diverse cultural traditions and include poems, parables, prayers, short stories, letters, speeches, political documents, and novels. Class projects are designed to encourage students to scrutinize not just what they read, but how they read.

FND 248 Coming to Voice - 3cr - Candace Walworth
We "eat" words daily, produce and consume language nearly non-stop. This class is designed to heighten our awareness of everyday language as well as to 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 delving 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 experiential exercises that evoke basic presence, body awareness, and the spoken word.

FND 250 The Writer's Craft - 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 251 Writing and the Inquiring Mind - 3cr - Candace Walworth
This course is a second semester course for students who have completed FND 250 The Writer's Craft. We will begin by reviewing your manuscript and from there return to the blank page, exploring ways of expanding your repertoire and refining your craft. The class will be organized as a writing workshop to support, inspire, celebrate, and critique one another's work. By the end of the semester, each student will complete a manuscript of original work that has been carefully revised and edited. We will study writers who join heart and mind, inspiring "effective action" in the world through the written word. Students will be encouraged to find their own way to do the same. Prerequisite: FND 250.

FND 256 Embodying Mathematics - 3cr - Dee Joy Coulter
Through the ages, mathematics has reflected our spiritual questions. Numeric and geometric patterns in nature lived in us and awakened a sense of numeracy that allowed us to create sacred architecture and ceremonial order, to compose thoughts and music, to organize time and space, and to monitor the flow of energy and events. As the field of mathematics became more abstract this sense of numeracy began to fade and the subject grew lifeless for many students. This class is devoted to rekindling a sense for number and embodying mathematics once again.

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.
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.

Interarts (IAR)
Courses in this discipline are offered by the InterArts Department.

IAR 340 Studies in Improvisation - 2cr - Diane Butler
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 Dille
Contemplative Dance Practice joins the disciplines of sitting meditation with practices from contemporary dance improvisation and movement studies. Cultivating "kinesthetic delight", being "willing to come back" to the present moment and "respect for the village" underlie this body/mind awareness practice. Students are presented with the form during an intensive weekend then participate with the on-going Contemplative Dance Practice community in three hour sessions throughout the semester. Sessions include sitting meditation, personal awareness practice, "open space" (working in space with others) and group discussions. Advanced study in this practice is offered in Not Two and Not One programs. 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 B.A. InterArts Studies.

IAR 360 Historical Contexts in Contemporary Arts II - 2cr - Steven Taylor
No prerequisites. Students seeking fulfillment of the Dance History requirement in the B.A. Dance Therapy track should take IAR 355 in the fall. See description for IAR 355.

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.
Courses

IAR 380 Creative Process Improvisation - 3cr - Barbara Dilley and Mark Miller
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. This course will be co-taught by InterArts Faculty. Open to InterArts Studies and Interdisciplinary Studies with arts emphasis.

IAR 410 Creative Process: Guest Artist - 2cr - Tandy Beal and Art Lande
Presence is a gift the performing arts can give us, whether we are bankers, teachers, naturalists, or just plain humans. Being present in the body, in the moment, in the music, is the foundation of this workshop. Participants will use tools gleaned from years of work in Music, Dance, Theater, and Circus to develop the ability to sense the Creative Spirit and possibility in each moment. Starting with the panoply of experiences sensed in the body, this work can open up new avenues for focusing and playing, for increasing observation and communication skills, and for rediscovering the joy in the imagination. Working with presence seamlessly and organically unites our bodies with our minds and spirit.

IAR 420 Creative Process: Composition - 3cr - Diane Butler and Barbara Dilley
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.

IAR 430 Creative Process: Performance Study I - 1.5cr - Barbara Dilley, Mark Miller, and Lee Worley
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 Coffeehouse, 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 - 2cr - TBA
The intention of the New Repertory Project is to support faculty in the development of new performances. In each project the faculty/director models creative and directorial skills for the student performers as well as providing them with an opportunity to learn interpretive or repertory skills. Projects may be sourced in any number of genres: music/dance, text/movement, performance art, and multi-media. Faculty/directors and students may work intensively just prior to the beginning of the spring term in a creative retreat format. The remainder of the course is conducted during weekly rehearsals and culminates in a public performance. Faculty may establish prerequisites as advanced performers or hold either a formal or informal selection process during the preregistration period of the previous semester.

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

IAR 499 Independent Study - 1-3cr - Faculty

IAR 508 Contemplative Dance Intensive: Not Two and Not One - variable - Barbara Dilley
Zen teacher Suzuki Roshi described the body and mind as being "not two and not one." During this intensive, the discipline of Contemplative Dance/Movement Practice is combined with Master teachers in the fields of creativity and movement studies. Study includes meditation practice, improvisation, and embodied conscious community. Barbara conducts Contemplative Dance/Movement Practice each morning and guest faculty lead the afternoon sessions. Within this environment, opportunities arise to question assumptions, and investigate the dynamics of "body/mind" and "leader/follower". This intensive is designed for students who are familiar with the complexities and delights of the study of body and mind.
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 - 2cr - 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 in the afternoon, Thursday through Saturday. The first weekend involves classroom learning integrated with actual experience. The second weekend includes expanded learning and working with elders. It includes assessment, monitoring, performing, and evaluation.

LTC 580 Death and Loss as Opportunities for Healing - 1.5cr - 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 rituals to facilitate personal healing for all participants.

LTC 590 Special Topics - 1cr - Faculty
This class is offered to supplement and enhance the existing curriculum with contributions from visiting faculty on issues relevant to their interests in the field of Gerontology and Long Term Care Management.

LTC 600 Psychological Tasks of Aging - 4cr - 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 - 2cr - Faculty
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 - 2cr - 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.

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 of 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.
Courses

LTC 655 Geriatric Assessment: The Art and Science - 2cr - Bette Hadler and Faculty
Geriatric assessments are mandatory for Nursing Home and community programs to determine eligibility and improve planning for quality of life in older years. Such assessments determine care planning for each individual with regard to mental health, physical health, functional skills, and social situations. Students will be trained in the art of the interview and how to network with the community to obtain and understand the results of specialized assessment.

LTC 660 Models of Long Term Care - 2cr - Lucien Wulsin and Faculty
This course provides a forum for the discussion of specific issues faced by managers in long-term care facilities and proposed 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 Jerebker
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 - 3cr - James Emery, Kathy Naman, Bette Hadler, and Faculty
This course will help students further explore their experience in the program and the 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 sites.

LTC 720 Facilities Management - 3cr - 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. Katzmann 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.

LTC 750 Legal and Ethical Environments of Long-Term Care - 3cr - 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 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 - 1-12cr - 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-hour option: 3 credits; 16-month option: 4 credits.

LTC 880  Master's Paper Seminar - 1cr - James Emery, Bette Hadler, and Kathy Naman
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.

LTC 881  Extended Master's Paper - 0.5cr - Faculty
Students who have not completed the Master's Paper may qualify for extension of the Master's Paper Seminar semester. For more information please see the "Special Student Status" section in the Student Handbook. May be repeated.
Courses

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 ourselves 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, as well as 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 are 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 performance and rehearsal technique, 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 the major scale, reading rhythms, rhythmic subdivision, hearing intervals, hearing and resolving dissonance, hearing the top, bottom, and middle of chords and identifying chord colors.

MUS 505 Balinese Gamelan Orchestra - 2cr - I Made Lasmaun
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. Additional topics include four-part writing, harmonic analysis, and the church modes. 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 Djem Drum 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 these 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 players and singers of all levels of experience.

MUS 535 Jazz Ensemble - 2cr - Khabe 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.

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Courses

MUS 540 Improvisation II: Jazz and Blues Forms - 2cr - Mark Miller
As we encounter the more complex forms of jazz, blues, and other improvisational structures, form itself can become a formidable barrier to the creative process. Form and structure can also spark creativity, giving the improviser a rich and inspiring context in which to work. Working with jazz standards, modal pieces, blues, and student compositions, we will learn to balance an awareness of structure with the contemplative and expressive qualities developed in Improvisation I. Prerequisite: MUS 530 Improvisation I or permission of the instructor.

MUS 545 Eclectic Ensemble - 1.5cr - Khambu 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 Sita 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
The syllabus addresses music cultures from four geographical regions through classroom talks, videos, listening, reading assignments, and class discussion. These studies are grounded in the context of vital contemporary issues in cross-cultural scholarship and musicianship, such as issues of authority and power relations and related questions of appropriate use versus appropriation of other people's cultural resources. During the last half-semester, students prepare classroom presentations on musical/geographical or theoretical areas of interest, thereby adding to our survey of world music and gaining research and presentation skills. The ability to read European music notation is not required.

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.

MUS 580 Recording Studio - 2cr - Faculty
This class studies the production and composition of music in the 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.
Courses

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 religious, 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 550 Contemporary Issues in Native America - 3cr - Rodney Bodhand
While enjoying an incredible lifestyle, people in this country are aware of the problems of the Third World. Yet there is also 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 Dort
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 (B.A.), Contemplative Psychology (M.A.), Somatic Psychology (M.A.), and Transpersonal Counseling Psychology (M.A.).

PSY 310 Buddhist Psychology I: Meditation - 3cr - Frank Berliner and Kathy Emery
Offered by the Contemplative Psychology (B.A.) 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 - 3cr - Gina Martin-Smith
Offered by the Contemplative Psychology (B.A.) Department.
This course is an introductory course designed to give students a basic understanding an overview of the history and theory of psychology as well as the roots of somatic psychology. Early somatic psychology contributions made by shamanistic 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 328 Introduction to Dance/Movement Therapy - 2cr - Nicol McGough
Offered by the Contemplative Psychology (B.A.) Department.
This course is an introductory course designed to give students a basic understanding and overview of the history and theory of dance/movement therapy as well as the roots of somatic psychology. Early somatic psychology contributions made by shamanistic 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 Jungian Psychology - 2cr - Lara Newton
Offered by the Contemplative Psychology (B.A.) 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 Berken
Offered by the Interarts: Dance/Movement Studies 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 350 Humanistic Psychology - 2cr - Athina Girodo
Offered by the Interarts: Dance/Movement Studies 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 350 Humanistic Psychology - 2cr - Athina Girodo
Offered by the Interarts: Dance/Movement Studies 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 350 Humanistic Psychology - 2cr - Athina Girodo
Offered by the Interarts: Dance/Movement Studies 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 Psychology (B.A.) 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 370 Cognitive Studies - 3cr - Dee Joy Coulter
Offered by the Interarts: Dance/Movement Studies 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 in bringing idea to form. We examine commitment, confusion, wonder, and escape 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 420 Abnormal Psychology - 3cr - Kathleen Moore
Offered by the Contemplative Psychology (B.A.) 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.
Courses

PSY 450 Exploring Dreams: Jungian Practice - 2cr - Gina Martin-Smith
Offered by the Contemplative Psychology (B.A.) 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 350 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 methodologies, as both counselor and client, as appropriate. Not offered for Fall 96-Spring 97.

PSY 460 Topics in Healing - 2cr - Senior Faculty
Offered by the Contemplative Psychology (B.A.) Department.

PSY 465 Visual Arts; Imagery in Healing - 2cr - Bernie Marek
Offered by the Contemplative Psychology (B.A.) 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 benefit 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, and music support the dance/movement therapy process and about the value of dance/movement therapy within 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.

PSY 478 Topics in Contemplative Psychology - 3cr - Faculty
Offered by the Contemplative Psychology (B.A.) Department.

PSY 480 Senior Project I - 2cr - Jane Carpenter-Cohn
Offered by the Contemplative Psychology (B.A.) Department.
This seminar occurs as a Fall/Spring sequence in which each student learns to refine the ability to question, research, and integrate material, as well as 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 - Marvin Casper
Offered by the Contemplative Psychology (B.A.) Department
This course will cover topics in Contemplative Psychology and Healing.

PSY 488 Senior Project II - 3cr - Jane Carpenter-Cohn
Offered by the Contemplative Psychology (B.A.) Department.
This course is a continuation of PSY 480.

PSY 499 Independent Study - 1-3cr - Faculty

PSY 502 Negotiating and Resolving Conflict: Use in Professional Practice - 1cr - Claire Riley and Michael Coplan
Through demonstrations, role play, and discussion, the student will have the opportunity to enhance and deepen his/her understanding and skills to resolve his/her own conflicts, and to facilitate as a neutral third party. Conflict is analyzed and framed as a normal part of human interaction. The psychology and beliefs regarding conflict and their impact on affective resolution will be explored. Content will include communication skills, specific interventions, the use of intuition, working with difficult people, and working within organizations experiencing rapid change.
PSY 503 Group Facilitation and Conflict Resolution  - 2cr  -  Susan Shjiei 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 Psychology (BA) Department.
Based on the principles and techniques developed by the late Dr. Milton Erikson, this course explores various means by which many 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 507 Wilderness/Adventure Therapy  - 1cr  -  Nicol McGough 
Offered by the Somatic Psychology (MA) Department.
This two day weekend workshop is designed to give participants experiential insight into the field of wilderness/adventure therapy. Basic theory and technique will be covered along with providing an opportunity for students to participate in trust, team-building, and interactive activities. Applications for special populations will be included. Students can expect to leave the course with a basic "bag -of-tricks", the know-how to implement adventure therapy activities with others and how and where to get additional training.

PSY 508 Embodying Process and the Individual  - 2cr  -  Suzanne Marie 
Offered by the Contemplative Psychology (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 for embodying our personal process. This class continues with spring semester PSY 558 Embodying Process/Group.

PSY 510W Healing With Soul and Sound  - 5cr  -  Don Campbell 
Offered by the Contemplative Psychology (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 ambient 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 Psychology (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 Edison 
Offered by the Transpersonal Counseling Psychology (MA) Department.
Using a series of experiential activities, both outdoors and indoors, we explore the challenge of leadership 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 515W Process Painting and Meditation  - 1cr  -  Bernie Marek 
Offered by the Contemplative Psychology (BA) Department.
When joined with meditation, process painting is a natural way to embrace our creativity in a spontaneous, unselfconscious, playful, and deeply meaningful way. Whatever arises—our strategies, judgments, comparisons, doubts, or our momentary successes—reminds us to return to the intimate dance of spirit. That is, we are awakened 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.
Courses

PSY 518 Contemplative Mountaineering - 1cr - Nicol McGough
Offered by the Somatic Psychology (M.A.) Department.
This class will allow students the opportunity to explore their relationship with their mind and attentional patterns while ascending a challenging Colorado mountain. Instead of withdrawing from life's experiences, this course will offer participants the opportunity to fully embrace each moment, encouraging body, mind and spirit to come together to meet each challenging new step. Students will practice the art of being present, moment-by-moment, as they climb. They will be encouraged again and again to return to the immediate moment of their experience. Here they will have the chance to experience the grist for awakening, which is no further away than the bloom and fruition of the present moment.

PSY 517W Experiential Multiculturalism - 1cr - Pat Breslin and Cheryl Dixon
Offered by the Contemplative Psychology (B.A.) 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.

PSY 520 Psychology of Wilderness Experience - 3cr - John Davis
Offered by the Transpersonal Counseling Psychology (M.A.) 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 Western Colorado and 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 521 Touching the Moment: Mindfulness Retreat - 1cr - Dale Amsel
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
Mindfulness practice—learning to be fully present in each moment—is both a way of discovering one's own inherent sanity and a method of developing healing presence as a resource for working with others. While mindfulness itself is a natural aspect of human intelligence, it can easily become obscured in the momentum of daily life. Cultivating moment-to-moment awareness through meditation is a way of getting back in touch with the vitality of experience. This weekend group retreat will include sitting and walking meditation from the Buddhist traditions, as well as lectures and individual instruction. It is appropriate for both beginning and experienced meditation practitioners. The retreat will take place within the contemplative atmosphere of Sunrise Ranch, located in the mountains near Loveland, CO. Approximate costs for accommodations and meals: double-occupancy room ($50 per day) or dormitory ($40 per day). Please bring meditation cushions. Registration deadline: June 7. Prerequisite: PSY 621 Psychology of Meditation I, REL 500 Meditation Practicum I, TEA 500 Shambhala Meditation Practicum, or permission of the instructor.

PSY 523 The Consultant's Craft - 2cr - Faculty
Offered by the Transpersonal Counseling Psychology (M.A.) 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 524 Art Therapy Summer Institute - 1cr - Faculty
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
Innovative and specialized applications of art therapy will be presented by a different visiting art therapist each summer. Open to non-degree students.

PSY 525 Music Therapy Summer Institute - 1cr - Faculty
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
Students will explore innovative approaches to music therapy through experiential and theoretical modalities. This course is offered in a weekend format and visiting faculty are frequently invited to teach. This course is open to non-degree students.

PSY 526 Introduction to Jin Shin Jyutsu I - 2cr - Stephanie Mines
Offered by the Contemplative Psychology (B.A.) 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, relieve particular disharmonies. Hands-on experience is complemented by an overview of the history, philosophy and application of this ancient Japanese healing art.

PSY 527 Somatic Psychology Seminar - variable credit - Faculty
Offered by the Somatic Psychology (M.A.) Department.
PSY 528 Gestalt I - 2cr - Gary Mueller
Offered by the Contemplative Psychology (B.A.) 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 paddling—an environment rich in shape and sound. We will engage in contemplation, community sharing, and celebration. Individual and group exercises are designed to guide the inner journey and open our hearts to rhythm and flow of nature.

PSY 533 Storytelling and Mythology/Jung - 1cr - Eleanor Aiden
Offered by the Transpersonal Counseling Psychology (M.A.) 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 392.

PSY 536 Hakomi I - 3cr - Pat Ogden
Offered by the Contemplative Psychology (B.A.) 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 537 Dance/Movement Therapy Seminar - variable credit - Faculty
Offered by the Somatic Psychology (M.A.) Department.

PSY 538 Reflexology - 2cr - Athena Girodo
Offered by the Contemplative Psychology (B.A.) 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 (M.A.) 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 (M.A.) Department.
Out of four decades of extensive research into non-ordinary states of consciousness, Stanislav Grof has presented a map of the unconscious which challenges contemporary mechanistic models and offers important new insights into psychotherapeutic process. This map brings new understanding 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 understanding 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 $30.

PSY 543 Human Sexuality/Birth to Therapy - 2cr - Daphne Chellos
Offered by the Transpersonal Counseling Psychology (M.A.) 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 sex, touch, intimacy, passion, the body, erotica and pornography, developmental issues, alternative lifestyles, transpersonal elements, and more. Guest speakers are included.
Courses

PSY 546 Tibetan Medicine - 2cr - Phillip Weber
Offered by the Contemplative Psychology (B.A.) 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 547 Contemporary Issues/Somatic Psychology - variable credit - Faculty
Offered by the Somatic Psychology (M.A.) Department.

PSY 548 Gestalt As Western Zen Practice - 2cr - Gary Mueller and Bob Wing
Offered by the Contemplative Psychology (B.A.) Department.
This course is a continuation of PSY 528.

PSY 550 Journey to the Sources II - 1cr - Deborah Bowman and Candace Walworth
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
This course is a continuation of PSY 550.

PSY 551 Ecopsychology - 2cr - John Davis
Offered by the Transpersonal Counseling Psychology (M.A.) 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, ecotherapy, and psychological approaches to environmental action, and other topics brought by students.

PSY 552 Jungian Archetypes of Western Religions - 2cr - Eleanor Alden
Offered by the Transpersonal Counseling Psychology (M.A.) 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 numinosity; some appear to be "archaic" today, and therefore suspect. Yet powerful and relevant images of sacrifice, heroic journeys, sibling rivalry, betrayals and other motifs abound. We will try to examine the stories, remove their "archaic persona," to find the ageless patterns of the psyche's journey, as well as try to see the holographic way the individual development is repeated in cultural development.

PSY 553 Celtic Mythology - 1cr - Anne Cole
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
Based on Carl Jung's theories of symbolism and the psychological significance of world mythologies, students will gain a working knowledge of Celtic mythology, culture and symbolism. The class will observe, practice, and demonstrate the psychological interpretations of Jungian myths and discuss the psychological and ecological importance of Celtic mythology for the world today.

PSY 554 Jungian Art Therapy - 3cr - Deborah Bowman
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
Using art as the language of bringing to light unconscious and transpersonal process, Jungian concepts are explored through the experience of utilizing various art media. The class includes both theoretical and experiential components as learning strategies. No artistic talent or experience is necessary.

PSY 555 Multicultural Counseling - 2cr - Gaia Mika
Offered by the Transpersonal Counseling Psychology (M.A.) Department.

PSY 556 Symbols and Transformation - 2cr - Diane Rudine
Offered by the Contemplative Psychology (B.A.) Department.
In this course we will work with dreams, fairy tales, and myths as symbols of inner processes. Dreamwork will be done in a Jungian and neo-Jungian styl. 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.

Offered by the Somatic Psychology (M.A.) Department.
This course is designed to explore the relationship between creative and therapeutic processes, 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—cultivating a marriage of them for the fullest embodiment of who we are and how we work—both systematically 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 truths, as they develop within the context of group process.

PSY 558 Embodying Process/Group - 2cr - Suzanne Marie
Offered by the Contemplative Psychology (B.A.) 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 those relationships. Prerequisite: PSY 508 and permission of the instructor.
PSY 560 Transforming Addictions - 2cr - Patricia Recraft
Offered by the Transpersonal Counseling Psychology (M.A.) 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 (M.A.) 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—to mine for the gold in the personal.

PSY 564 Journeying With Death and Loss - 1cr - Ann Bardwell
Offered by the Contemplative Psychology (B.A.) Department.
The grieving process holds within it great potential for change, for growth, and for personal transformation. It is a journey that is unique for each person-in its length, its intensity, the events that give it meaning along the way, and in the gifts that provide the seeds for healing. This workshop will be an opportunity to move toward completion in the grieving process. Our intention in reviewing the journey is to discover its treasures and to gather them, creating a vessel for on-going healing process. We will use a variety of tools to facilitate self-exploration and sharing within the group. (This is not a workshop for those experiencing a recent death loss.) Prerequisite: permission of the instructor.

PSY 566 Chinese Energetics and Body Psychology - 2cr - Bill Tara
Offered by the Contemplative Psychology (B.A.) 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-images, 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 - Nicol McGough
Offered by the Somatic Psychology (M.A.) 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. Prerequisite: PSY 557

PSY 568 Expressive Arts in Healing - 3cr - Alexandra Shenpen
Offered by the Contemplative Psychology (B.A.) 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 experiences 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 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 (M.A.) 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.

PSY 571 Personality Theories - 2cr - Spence McWilliams
Offered by the Contemplative Psychology (B.A.) 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.
Courses

PSY 573 Death as a Spiritual Teacher - 2cr - Claudia Halade
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
Death as an archetypal event 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 Psychology (B.A.) 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 575 or permission of the instructor.

PSY 577 Developmental Issues/Somatic Psychology - variable credit - Faculty
Offered by the Somatic Psychology (M.A.) Department.

PSY 578 Exploring the Role of Music in Therapy - 2cr - Laurie Rugenstein
Offered by the Contemplative Psychology (B.A.) 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.

PSY 582 Annual Transpersonal Counseling Psychology Conference
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
Each summer, the Transpersonal Counseling Psychology (M.A.) 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 Malidoma Some. Topics and faculty vary from year to year.

PSY 586 Jin Shin II - 2cr - Stephanie Mines
Offered by the Transpersonal Counseling Psychology (B.A.) Department.
This course is a continuation of PSY 585.

PSY 592 Special Topics: Renewal: New Beginnings in Midlife - 1cr - Mark Gerson
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 woman 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 594 Special Topics: Expressive Use of Clay - 1cr - E. Carbery Neal
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
Clay needs to be touched. Touch evokes feeling. Feeling needs expression. In this course participants will develop the clay vocabulary and skills necessary to facilitate expressive art making with emotionally challenged adults. Milt Doda, a nationally exhibiting potter with 18 years of experience in mental health, will guide participants in the hands-on clay work. Class discussion will explore the intrapsychic and interpersonal processes evoked by clay work in both individual and group art psychotherapy. Emphasis will be placed on the transition from playful manipulation to formal expression. There is a materials fee of five dollars. This course is open to graduate students or professionals in the mental health field; all others by permission of instructor.

PSY 600 Child Development: Transpersonal Counseling - 2cr - Jane Carpenter-Cohn and Ducey Horner
Offered by the Transpersonal Counseling Psychology (M.A.) 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 (M.A.) 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 - 3cr - Eleanor Alden
Offered by the Transpersonal Counseling Psychology (M.A.) 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 (M.A.) 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 (M.A.) 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. An overview of the therapeutic process will be presented, including initial interview, choice of approach, and termination of therapy. 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 (M.A.) 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 focuses on the direct process of healing and growth.

PSY 607 Theory: Diagnosis and Assessment - 2cr - Faculty
Offered by the Somatic Psychology (M.A.) Department.
The purpose of this course is to provide the student with a working knowledge of the basic criteria used in diagnosing psychiatric syndromes. It will integrate body based and movement theories as a means of supporting diagnosis. The student will develop an understanding of the assessment process and will create assessment tools using body based psychotherapy. Prerequisite: For Somatic Psychology students only.

PSY 608 Introduction to Buddhist Psychology: Practicum I - 2cr - Karen Kiesel Wegela
Offered by the Contemplative Psychotherapy (M.A.) 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 brilliance and normalcy. 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 (M.A.) Department.
This sequence of courses 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.

PSY 611 Counseling Relationships I - 2cr - Lisa Sdyow, Reesa Porter, and Ben Cohen
Offered by the Transpersonal Counseling Psychology (M.A.) 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 (M.A.) Department.
This course will focus on developing self-awareness through engaging in musical experiences. Students will work with expressive improvisation and ensemble playing to explore intrapsychic and interpersonal responses to music.

PSY 616 Group Process and Dance Therapy - 2cr - Pat Mowry Rutter
Offered by the Somatic Psychology (M.A.) Department.
This course is designed as an introduction to the field of dance/movement therapy and studies how, historically, dance therapists have worked with groups. Dance therapy work and theory by Marsha Chace, Blanche Evan Trudi Schoop, and Mary Whitehouse will be experientially explored. Students will integrate their personal group histories with their style and approach to facilitating group process in the present day. Prerequisite: For Somatic Psychology students only.

PSY 617 Group Process I - non-credit - Faculty
Offered by the Somatic Psychology (M.A.) Department.
This two-year course is designed to provide students with an opportunity to participate in a group. Time is set aside for personal exploration, integration and group relationship. This class is a clearinghouse for questions, conflicts and problem-solving. Prerequisite: For Somatic Psychology students only.
Courses

PSY 618 Child Development: Contemplative View - 2cr - Barbara Gagliardi
Offered by the Contemplative Psychotherapy (M.A.) 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 childhood. 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 (M.A.) 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 (M.A.) Department.
The course examines how different theoretical perspectives translate into therapeutic interventions. Major components of 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 (M.A.) 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 - Mary Erickson
Offered by the Transpersonal Counseling Psychology (M.A.) 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. Students are introduced to keyboard techniques used in music therapy settings.

PSY 626 Psychology of the Body I - 2cr - Kekuni Minton
Offered by the Somatic Psychology (M.A.) 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 historical overview of the evolution of body-centered therapy 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: A Study in Group Process - 1cr - Janice Bull
Offered by the Somatic Psychology (M.A.) 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 directly addresses group process as it develops in movement. Prerequisite: For Somatic Psychology students only.

PSY 628 Evolution of Concepts in Western Psychotherapy - 2cr - Robert Unger
Offered by the Contemplative Psychotherapy (M.A.) Department.
Western psychology has evolved its own lineage, traditions, concepts, and vocabulary. This class explores the dynamics of Western psychology, with an emphasis on some of its most popular constructs, such as transference and countertransference, defenses, narcissism, and the ego. The conceptual 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 - 1cr - Helena Unger, Senior Teacher
Offered by the Contemplative Psychotherapy (M.A.) Department.
This course is a continuation of PSY 619.

PSY 634 History and Theory of Art Therapy - 2cr - Dottie Oatman
Offered by the Transpersonal Counseling Psychology (M.A.) 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 Apostyan
Offered by the Somatic Psychology (M.A.) Department.
This course focuses on 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, followed by a study of the movement and psychology of the major systems of the body. This course continues in the Spring as 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 The Nature of Flow - 2.5cr - Faculty Offered by the Somatic Psychology (M.A.) Department.

PSY 639 Group Process IV - 1cr - Helena Unger, Senior Teacher Offered by the Contemplative Psychotherapy (M.A.) Department. This course is a continuation of PSY 629.

PSY 646 Meditation and Psychotherapy - 2cr - Larry Welch Offered by the Somatic Psychology (M.A.) 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 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 that it does not. We look at the relationship between sanity, neurosis, space and energy.

PSY 647 A Body-Centered Approach to Couples Therapy - 2cr - Kekuni Minton Offered by the Somatic Psychology (M.A.) Department. Relational patterns -- about intimacy, defensiveness, closeness, and space -- are stored in the body's feelings, impulses, and responses from our earliest relationships. Therefore, partners often react defensively even though they "know better." This course explores methods to work with old patterns and offers new possibilities to foster greater intimacy, understanding, and diversity.

PSY 650 Adult and Career Development - 2cr - Robert Caplan and Lynne Foote Offered by the Transpersonal Counseling Psychology (M.A.) 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 Bowen Offered by the Transpersonal Counseling Psychology (M.A.) Department. The second semester continues with the themes of the first as well as in depth exploration of 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 (M.A.) 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 (M.A.) Department. Experiential counseling skills will be developed working in dyads and small groups. Issues of transference and countertransference will be discussed. Emphasis will be placed on the role of music in the counseling relationship including improvisation, composition, and arranging for the clinical setting. Students will observe music therapists working in the greater Denver area in a variety of settings.

PSY 656 Movement Therapy Skills II - 2.5cr - Christine Caldwell Offered by the Somatic Psychology (M.A.) Department. This course is a continuation of PSY 606. Prerequisite: For Somatic Psychology students only.

PSY 657 Theory: Body-Based Psychotherapy - 2.5cr - Christine Caldwell and Kekuni Minton Offered by the Somatic Psychology (M.A.) 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. Prerequisite: For Somatic Psychology students only.

PSY 658 Buddhist Psychology: Practicum II - 2cr - William Karolis Offered by the Contemplative Psychotherapy (M.A.) 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.
Courses

PSY 660 Clinical Assessment - 2cr - Claire Riley and Gwen Barbee
Offered by the Transpersonal Counseling Psychology (M.A.) 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 Sylow, Diana Guth, Janet Bychek, and Ben Cohen
Offered by the Transpersonal Counseling Psychology (M.A.) 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 (M.A.) 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 - Laura Beer
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
Students will deepen their understanding of how music is used as an agent of change and a diagnostic tool in clinical work. Case studies from field placement sites will be addressed with emphasis on the musical aspects of the therapist/client interaction. Students will explore Nordoff-Robbins music therapy techniques and experience group improvisation as part of this class.

PSY 667 Group Process III - non-credit - Faculty
Offered by the Somatic Psychology (M.A.) Department.
This course is a continuation of PSY 617. Prerequisite: For Somatic Psychology students only.

PSY 668 Family Process - 2cr - Nancy Parnoy
Offered by the Contemplative Psychotherapy (M.A.) 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 - Louise Fabbro
Offered by the Contemplative Psychotherapy (M.A.) Department.
A continuation of PSY 608 and PSY 658 with an emphasis on the practice of mindfulness/responsiveness 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 (M.A.) Department.
This course introduces and examines the central concepts, language, theories, practices, applications, figures, and orientation of Transpersonal Psychology. In addition to surveying what has been done in Transpersonal Psychology, it seeks to provide the student with the means to examine new developments in the field. The course is divided between a lecture-and-discussion format and a small-group format.

PSY 671 Psychology of Meditation II: Applications To Counseling - 2cr - David Chernikoff, Marvin Casper, and Bruce Teiff
Offered by the Transpersonal Counseling Psychology (M.A.) 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 - Gayle Bodine
Offered by the Transpersonal Counseling Psychology (M.A.) 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 - 1cr - Ann Cole
Offered by the Somatic Psychology (M.A.) 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 Arnie Mindell, who have been concerned with the body. We will investigate how psyche/soma/spirit manifests in myths and dreams. We will explore how 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 (M.A.) 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. Prerequisite: For Somatic Psychology students only.

**PSY 678 Psychopathology I: Sanity and Neurosis - 2cr - Faculty**  
Offered by the Contemplative Psychotherapy (M.A.) 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 experiences of sanity in the midst of pathology. Selected readings 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 recovery stages 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 - Carmen Boehr**  
Offered by the Contemplative Psychotherapy (M.A.) Department.  
This course is a continuation of PSY 669.

**PSY 680 Group Dynamics and Leadership - 2cr - Christina Kauffman, and Darion Gracen**  
Offered by the Transpersonal Counseling Psychology (M.A.) 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 - Deborah Bowman and Ducey Horner**  
Offered by the Transpersonal Counseling Psychology (M.A.) 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 (M.A.) 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 - 3cr - Janice Bull**  
Offered by the Somatic Psychology (M.A.) 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. Prerequisite: For Somatic Psychology students only.

**PSY 689 Maitri Program I - 2cr - Faculty**  
Offered by the Contemplative Psychotherapy (M.A.) Department.  
May be taken for pass/fail only. Please refer to the Contemplative Psychotherapy (M.A.) Department program description.

**PSY 699 Independent Study - 1-3cr - Faculty**

**PSY 700 Research and Statistics - 2cr - John Davis**  
Offered by the Transpersonal Counseling Psychology (M.A.) and the Contemplative Psychotherapy (M.A.) Departments.  
This course surveys research methods and statistics as they apply to counseling psychology, psychotherapy, art therapy, music 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 (M.A.) 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.
Courses

PSY 702 Jungian Dreamwork - 2cr - Anne Cole
Offered by the Transpersonal Counseling Psychology (M.A.) 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 609.

PSY 704 Art Therapy Skills III: Imagery and Practice - 2cr - Carbery Neal
Offered by the Transpersonal Counseling Psychology (M.A.) 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 (M.A.) 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. Prerequisite: PSY 697. For Somatic Psychology students only.

PSY 707 Multicultural Issues (Sections A and B) - 1.5cr - Nicol McGough
Offered by the Somatic Psychology (M.A.) Department.
This course is designed to give students an overview of multicultural issues and cross-cultural mores in relationship the psychotherapeutic process. Specific populations to be covered include: Native, Asian, Latino and African American groups, as well as sexual preference and religious orientation issues. Class features guest speakers and a day-long, cross-cultural sensitivity and diversity training session. Section A (Somatic M.A. only): 1.5 credit hours; Section B (Transpersonal and Contemplative M.A.): 1.5 credit hours. Prerequisite: For Somatic Psychology students only.

PSY 708 Contemplative Psychotherapy Seminar - 2cr - Victoria Howard
Offered by the Contemplative Psychotherapy (M.A.) 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 transmitting 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 - 0.5cr - Faculty
Offered by the Contemplative Psychotherapy (M.A.) Department.
This course is a continuation of PSY 679.

PSY 710 Family Systems - 2cr - Ducey Horner, Lynne Foote
Offered by the Transpersonal Counseling Psychology (M.A.) 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 713 Body As Light, Body As Shadow - 2cr - Gary Mueller
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
A survey course in the experiential origin of Somatic Psychology and the evolution of the Core Energetics as an energy and depth psychology oriented body psychotherapy. It works simultaneously with the physical body, feelings and emotions, mind, will, and spirit. Core Energetics is well-grounded in psychoanalytic concepts, psychosomatic development, and the laws of the unconscious. Its focus is the application of energy and consciousness to promote physical, mental, emotional, and spiritual transformation.

PSY 714 Special Populations: Multicultural Issues Art Therapy - 2cr - Deb Piranian
Offered by the Transpersonal Counseling Psychology (M.A.) 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
Offered by the Somatic Psychology (M.A.) 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. Prerequisite: For Somatic Psychology students only.

PSY 717 Group Process II - non-credit - Faculty
Offered by the Somatic Psychology (M.A.) Department.
This course is a continuation of PSY 617. Prerequisite: For Somatic Psychology students only.
PSY 718 Community and Organizations - 2 cr - Karen Wilding
Offered by the Contemplative Psychotherapy (M.A.) 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 - .5 cr - Helena Unger, Senior Teacher
Offered by the Contemplative Psychotherapy (M.A.) Department.
This course is a continuation of PSY 639.

PSY 720 Meditation Practicum I: Cultivating Awareness - 1 cr - Dale Asrael and Faculty
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
This course is designed to support students in continuing the practice of mindfulness-awareness meditation begun in PSY 621. 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 - 2 cr - Robert Diehl
Offered by the Transpersonal Counseling Psychology (M.A.) 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 - 2 cr - Mindy Upton
Offered by the Somatic Psychology (M.A.) Department.
As a youth walking in the mountains, Rudolph Laban expressed, "I moved for sheer joy in all this beauty and order... there is only one way I can express all this. When my body and soul move together they can create a rhythm of movement." Rudolph Laban's approach to movement is based on the discovery of common elements in all movement. His theory provides a way to understand movement with an appreciation of the connection between body and mind. This course will explore the art of movement, including principles of space, time, and flow based on these theories.

PSY 727 Somatic Psychology Symposium (1995, 1997, 1999) - 1 cr - Guest Faculty
Offered by the Somatic Psychology (M.A.) Department.

PSY 728 Therapeutic Relationships I - 2 cr - Sharon Conlin and Karen Kissel Wegela
Offered by the Contemplative Psychotherapy (M.A.) Department.
This course provides an exploration of the professional practice of psychotherapy, which is seen as the joining of the interpersonal discipline of cultivating healing relationships. Therapeutic Relationships I emphasizes current counseling theories and their application, as well as providing training in clinical skills. All three courses (PSY 728, PSY 758, and PSY 788) include both experiential and intellectual components.

PSY 729 Group Process VI - .5 cr - Helena Unger, Senior Teacher
Offered by the Contemplative Psychotherapy (M.A.) Department.
This course is a continuation of PSY 719.

PSY 730 Incest and Sexual Abuse - 1 cr - Holly Smith and Jenny McKillop
Offered by the Transpersonal Counseling Psychology (M.A.) 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. Prerequisite: For Somatic Psychology students only.

PSY 736 Methods of Psychotherapy - 1.5 cr - Howard Apostyan
Offered by the Somatic Psychology (M.A.) 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 - 2 cr - Howard Apostyan
Offered by the Somatic Psychology (M.A.) 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 body/mind 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.
Courses

PSY 738 Psychopathology II: Psychosis – 3cr – Julian Stollmeyer
Offered by the Contemplative Psychotherapy (M.A.) 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 (M.A.) Department.
This course is a continuation of PSY 708.

PSY 741 Solution - Focused Brief Therapy – 2cr – Lisa Sydow and Mary Mills
Offered by the Transpersonal Counseling Psychology (M.A.) 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 how 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.

PSY 747 Somatic Sexual Counseling – 1cr – Faculty
Offered by the Somatic Psychology (M.A.) Department.
Sexuality is fundamental to our willingness and unwillingness to live in our bodies in the present moment, and conversely, our bodily awareness and aliveness is fundamental to our sexual expression. Sexual counseling is greatly enhanced by taking a somatic perspective. This course explores issues of sexuality on three basic levels: individual development, relationship dynamics and psychological facilitation.

PSY 748 Psychology of Aging – 2cr – Victoria Howard and Jamie Emery
Offered by the Contemplative Psychotherapy (M.A.) 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 (M.A.) 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 (M.A.) Department.
The fourth semester incorporates outside video work with class members and in-class supervision of work. Students have the 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 (M.A.) 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, refines our perceptions of archetypal energetic principles, and colors our understanding and responsiveness to our world.

PSY 756 Birth and Death in Body Psychotherapy – 2.5cr – Christine Caldwell
Offered by the Somatic Psychology (M.A.) 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. Prerequisite: For Somatic Psychology students only.

PSY 758 Therapeutic Relationships II – 2cr – Sharon Conlin
Offered by the Contemplative Psychotherapy (M.A.) 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. Also see the description for PSY 728.

PSY 759 Meditation Practicum VII – 5cr – Faculty
Offered by the Contemplative Psychotherapy (M.A.) Department.
This course is a continuation of PSY 739.
Courses

PSY 761 Gestalt Theory - 2cr - Betty Cannon
Offered by the Transpersonal Counseling Psychology (M.A.) 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 (M.A.) 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
Offered by the Somatic Psychology (M.A.) Department.
This course is a continuation of PSY 617. Prerequisite: For Somatic Psychology students only.

PSY 768 Topics/Contemplative Psychotherapy - 2cr - Karen Kissel Wegela
Offered by the Contemplative Psychotherapy (M.A.) 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 Khempo Tenzin Gyatso Rinpoché'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 (M.A.) 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 (M.A.) Department.
The development of compassion as the basis of the counseling relationship is explored in this course through the practice of tonglen (exchange of self and other) from the Buddhist tradition. Group sessions of sitting and walking meditations, discussions, and individual instruction are provided.

PSY 772 Hakomi: Grounding the Transpersonal - 2cr - Diana Guth
Offered by the Transpersonal Counseling Psychology (M.A.) 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 - Mary Erickson
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
This course familiarizes students with the special needs of the following populations and explores music therapy approaches appropriate to each population: developmentally disabled, psychiatric, at-risk children and adolescents, rehabilitation, geriatric, hospice, and general medical.

PSY 777 Somatic Psychology Symposium - 1cr - Guest Faculty
Offered by the Somatic Psychology (M.A.) Department.

PSY 778 Transition, Lifestyles, and Career Development - 2cr - Lou Stenger
Offered by the Contemplative Psychotherapy (M.A.) 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 (M.A.) Department.
This course is a continuation of PSY 759.

PSY 780 Therapy With Children and Adolescents - 2cr - Ducey Horner
Offered by the Transpersonal Counseling Psychology (M.A.) 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.
Courses

PSY 781 Introduction to Sandplay Therapy - 2cr - Betty Jackson
Offered by the Transpersonal Counseling Psychology (M.A.) 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 Jameson
Offered by the Transpersonal Counseling Psychology (M.A.) 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 - Laurie Rugenstein
Offered by the Transpersonal Counseling Psychology (M.A.) 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. Music foundation skills will be explored with emphasis on their application to the clinical setting.

PSY 786 Group Dynamics - 1.5cr - Howard Aposthyon
Offered by the Somatic Psychology (M.A.) Department.
Through both didactic and experiential means, this course examines the dynamics involved in leading psychotherapy groups. Topics covered include the therapeutic factors involved in group therapy, the stages of a group, systems processes, and communication patterns. Prerequisites: For Somatic Psychology students only.

PSY 788 Therapeutic Relationships III - 1cr - Sharon Contin
Offered by the Contemplative Psychotherapy (M.A.) 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. Also see the description for PSY 728.

PSY 789 Maitri Program II - 2cr - Faculty
Offered by the Contemplative Psychotherapy (M.A.) Department.
May be taken for pass/fail only. Please refer to the Contemplative Psychotherapy (M.A.) Department program description.

PSY 798 Theory and Practice of Group Therapy - 2cr - Robert Unger
Offered by the Contemplative Psychotherapy (M.A.) 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 affect 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 Cheflos
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
The student works a total of 700 hours in community agency settings.

PSY 804 Field Placement: Art Therapy - 3cr - Anne Shopp
Offered by the Transpersonal Counseling Psychology (M.A.) 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: Music Therapy - 3cr - Laura Beer
Offered by the Transpersonal Counseling Psychology (M.A.) 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. Students will receive music therapy supervision in professional seminar class and from a minimum of three site visits by the Naropa Music Therapy Intern Coordinator.

PSY 808 Field Placement I - 4cr - Catherine Azor, Internship Coordinator
Offered by the Contemplative Psychotherapy (M.A.) 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 (M.A.) 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 -Carbery Neal
Offered by the Transpersonal Counseling Psychology (M.A.) 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 internship sites.

PSY 815 Professional Seminar and Ethics I: Music Therapy - 2.5cr - Laurie Rugenstein
Offered by the Transpersonal Counseling Psychology (M.A.) 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 (Section A) - 2cr - Faculty
Offered by the Somatic Psychology (M.A.) Department.
Prerequisite: For Somatic Psychology students only.

PSY 816 Body Psychology Internship Placement I (Section B) - 2cr - Faculty
Offered by the Somatic Psychology (M.A.) Department.
Prerequisite: For Somatic Psychology students only.

PSY 818 Clinical Tutorial I - 2cr - Catherine Asar, Internship Coordinator
Offered by the Contemplative Psychotherapy (M.A.) 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 (M.A.) 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. Prerequisite: For Somatic Psychology students only.

PSY 826 Body Psychology (BP) Internship Seminar I (Section B) - 1.5cr - Susan Aposhyan
Offered by the Somatic Psychology (M.A.) 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. Prerequisite: For Somatic Psychology students only.

PSY 830 Master's Paper Seminar I - 5cr - Faculty
Offered by the Transpersonal Counseling Psychology (M.A.) 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 - 1cr - Janice Bull
Offered by the Somatic Psychology (M.A.) Department.
This course is designed to: facilitate your understanding of the American Psychological Association rules and regulations specific to writing a Master's thesis; 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. Prerequisite: For Somatic Psychology students only.

PSY 850 Field Placement II - 3cr - Daphne Chellos
Offered by the Transpersonal Counseling Psychology (M.A.) 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 (M.A.) 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.
Courses

PSY 855 Field Placement II/ Music Therapy - 3cr - Laura Beer
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
This course is a continuation of PSY 805.

PSY 856 Professional Preparedness - 3cr - Nicol McGough
Offered by the Somatic Psychology (M.A.) 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. Special emphasis will be placed on exploring one's shadow material and the relationship between the shadow and ethical codes. Students will also be preparing resumes and doing mock interviews to assist them with post graduate employment. Prerequisite: For Somatic Psychology students only.

PSY 858 Field Placement II - 4cr - Catherine Azar, Internship Coordinator
Offered by the Contemplative Psychotherapy (M.A.) Department.
Continuation of PSY 808.

PSY 860 Professional Seminar and Ethics II - 3cr - Roland Evans, Reesa Porter, and Shana Stanberry
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
This course is a continuation of PSY 810.

PSY 863 Music Therapy Field Placement III - 1cr - Laura Beer
Offered by the Transpersonal Counseling Psychology (M.A.) Department

PSY 864 Professional Seminar and Ethics II/Art Therapy - 3cr - Carbery Neal
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
This course is a continuation of PSY 814.

PSY 865 Professional Seminar and Ethics II/Music Therapy - 2.5cr - Laurie Rugenstein
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
This course is a continuation of PSY 815.

PSY 866 Internship Placement II - 2cr - Faculty
Offered by the Somatic Psychology (M.A.) Department.
Prerequisite: For Somatic Psychology students only.

PSY 868 Clinical Tutorial II - 2cr - Catherine Azar, Internship Coordinator
Offered by the Contemplative Psychotherapy (M.A.) Department.
This course is a continuation of PSY 818.

PSY 875 Music Therapy Thesis I - .5cr - Laurie Rugenstein
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
Students write a major research paper on a topic which contributes to the field of music therapy.

PSY 876 Dance Therapy Internship Seminar II (Section A) - 1cr - Janice Bull
Offered by the Somatic Psychology (M.A.) Department.
During the second year, each student enters a clinical institutional setting and under ADTR supervision leads dance therapy groups. The internship consists of 300 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. Prerequisite: For Somatic Psychology students only.

PSY 876 Body Psychology Internship Seminar II (Section B) - 1cr - Susan Aposhyan

PSY 880 Master's Paper Seminar II - .5cr - Faculty
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
This course is a continuation of PSY 830.

PSY 881 Extended Thesis (Section A) - .5cr - Faculty
Offered by the Somatic Psychology (M.A.) 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. This class is required for any Somatic Psychology student past their second year of master's study who is not currently enrolled in Group Process, Thesis, or Internship Seminar. Must be repeated each semester until the student graduates.

PSY 881 Extended Paper (Section B) - .5cr - Faculty
Offered by the Contemplative Psychotherapy (M.A.) Department.
Students who have not completed the Paper may qualify for extension of the Paper semester. For more information please see the "Special Student Status" section in the Student Handbook. May be repeated.
PSY 881 Extended Paper (Section C) - 0.5cr - Faculty
Offered by the Transpersonal Counseling Psychology (M.A.) Department
Students who have not completed the Paper, may qualify for extension of the Paper semester. For more information please see the "Special Student Status" section in the Student Handbook. May be repeated.

PSY 884 Art Therapy Thesis - 2cr - Carbery Neal
Offered by the Transpersonal Counseling Psychology (M.A.) 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 Rogenstein
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
This course is a continuation of PSY 875.

PSY 886 Thesis Seminar II - .5cr - Janice Bull
Offered by the Somatic Psychology (M.A.) Department.
This course is a continuation of PSY 836.
Prerequisite: For Somatic Psychology students only.

PSY 888 Master's Paper Seminar - 1.5cr - Rita Bowman, Coordinator
Offered by the Contemplative Psychotherapy (M.A.) 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 (M.A.) Department.
May be taken for pass/fail only. Please refer to the Contemplative Psychotherapy (M.A.) Department program description.

PSY 891 Special Topics: Family Systems Theory: Clinical Application - 2cr - Suzanne Pope
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
Organizational concepts from General Systems Theory using interaction as a vehicle for assessment and intervention in working with families is the basis for this course. Family problems will be viewed from an ecological perspective acknowledging the developmental pressure on the family to change. We will construct a model for planned systemic approach. We will move from hypothesis building based on direct observational data which includes consideration of the therapist's position in the system to planned interactive interventions. We will maintain a continual emphasis on the family's strengths. In addition, we will include ideas about the use of affect in therapy to help create change at many different levels.
Courses

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.

REL 460 Senior Project II - 1.5cr - Reginald Ray
A continuing course for graduating seniors in which the student concentrates on the Naropa journey in its personal dimension and refines a final paper which expresses that journey.

REL 499 Independent Study - 1-3cr - Faculty

REL 500 Meditation Practicum I - 3cr - Dale Asael 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 (loving kindness). The course includes weekly discussion groups, individual meetings with a meditation instructor and daily meditation practice.

REL 501W Theravada Vipassana Weekend - 1cr - Rodney Smith
November 8-10, 1996
When we practice mindfulness meditation, we discover the exquisite ordinariness of the movement of breath, of the sensation of our bodies sitting on the earth, and of the busyness of our mind and emotions. This intensive weekend introduces insight meditation, "vipassana," from the Theravada Buddhist tradition of Southeast Asia. This course will include mindfulness practice in sitting, walking, and daily life through short talks, guided meditations, and the practice of "noble silence."

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 sadhana, 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 504W Introduction to Buddhist Meditation: The Breeze of Simplicity - 1cr - Ven. Deogchen Ponlop, Rinpoche October 11-13
Buddhist meditation is based upon the path of seeing who we really are, very simply and naturally. Rinpoche will introduce the basics of sitting meditation practice from the Tibetan tradition and will guide the beginner or experienced meditator in this direct experience of mind.

REL 506 Meditation Practicum: Nepal - 1cr - Clarke Warren and Faculty
Offered by the Study Abroad Program and constitutes a core requirement for the Study Abroad Program in Nepal.
The practice of meditation is at the core of the program. Meditation provides the environment in which these teachings can be understood personally. This course, taught by instructors from The 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 - Andrew Schelling
This course provides an introduction to the classical Sanskrit language. The first year course includes developing familiarity with the Sanskrit alphabet (devanagari), mastering the conventions of euphonic combination (sandhi), and learning the basics of Sanskrit grammar. In addition, in the second 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). Offered Fall 1997.

REL 508 Meditation Practicum: Bali - 1cr - Faculty
Offered by the Study Abroad Program and constitutes a core requirement for the Study Abroad Program in Bali.
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.

REL 510 Introduction to Religion: 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 514 Change Mastery I: Understanding the Process of Change - 2cr - Susan Skjei
Change is the ground of our experience, yet our relationship with it can be complex and confusing. To approach change creatively and compassionately, we need to surface our own beliefs about change and about what role we might play as agents of change in society. Topics will include: What is change and stability? How does our society relate with change? What does Buddhism teach about change? How can we learn from natural change processes to facilitate deliberate change? What is our own style as leaders or facilitators? The format of this class will be an intensive one, beginning on Friday night and continuing through Tuesday. The course will include talks, sitting meditation, and group activities and exercises to explore the principles of change. Grading will be based on workshop participation and a final project.

REL 515 Buddhism and Social Action - 3cr - Roger Dorris
This class will examine Buddhism's historical and contemporary views and responses to social issues, focusing most deeply on the emerging movement of "engaged Buddhism." In addition to using traditional and contemporary texts, there will be a community volunteer outreach component to provide an experiential ground. Through this, we will explore our individual understanding of "sacred view" and path of action.

REL 516 Nepali Language I - 1cr - Faculty
Offered by the Study Abroad Program and constitutes a core requirement for the Study Abroad Program in Nepal. 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 by with weekly classes.

REL 518 Indonesian Language I - 1cr - Faculty
Offered by the Study Abroad Program and constitutes a core requirement for the Study Abroad Program in Bali. Beginning conversational language instruction in "Bahasa Indonesia" is taught in this course. No previous experience is necessary.

REL 520 Meditation Practicum II - 3cr - Dale Amsel 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 521 Death and Dying in Tibetan Buddhism - 3cr - Giovannina Johnson and Faculty
Death and dying have become the emblem of the Buddhist approach for working literally and practically with suffering in our society. This course explores the themes of death and dying in Buddhism in general, and specifically addresses the Tibetan Buddhist tradition of working with dying persons. When one transcends denial and fear of death, there is tremendous vitality which transforms life as well. From this view, there is great appreciation of the groundlessness of all life as a bardo, or intermediate state. Texts for the course are the Bardo Thodol as well as Sogyal Rinpoche's *Tibetan Book of Living and Dying*. The class will combine traditional text study and discussion with more practical activities, including volunteer work at Boulder County Hospice. Grading will be based on class participation, journal writing, and a final project.

REL 524 Change Mastery II: Engaging Others in Change - 2cr - Susan Skjei
In order to implement any change it is necessary to engage others in the process. In this course we will explore the importance of skillful communication in building a change team. Topics will include: How do we convey the need for change? How do we communicate our vision? How do we work with our own understanding of "self" and "others"? How do we involve others in decision making? How do we implement change? The format of this class will be an intensive one, beginning Friday night and continuing through Tuesday. The course will include talks, sitting meditation, and group activities and exercises. Grading will be based on workshop participation and a final project.

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 - Clarke Warren
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 Thrangpa Rinpoche, Tulku Ugyen Rinpoche, and Choyky Nyima Rinpoche.
Courses

REL 529 World Wisdom Traditions and Lineages in Upheaval - 3cr - Rabbi Zalman M. Schachter-Shalom
All traditions and lineages, East and West, are experiencing the crisis engendered by the paradigm shift. The next millennium threatens to upset the certainties of fundamentalism, Exclusivity of truth, Triumphalism, and their attending dogmas. Thus they seem to undermine the possible continuity of the lineages. At the same time, the emerging cosmologies are capable of supporting the traditions provided that... This will be the theme of a course that will look at the major religious traditions and examine their internal struggles and the movements within them that seek to renew them. We will examine the various Judaisms, Christinities, Islams, Hinduisms, and Buddhism, and explore some of the dimensions of the paradigm shift. Lecture, discussion, field visits. Graded by contract.

REL 530 Contemplative Hinduism - 3cr - Faculty
An experiential and philosophical introduction to the scriptures and spiritual practices of Hindu tradition 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. Offered Spring 1998.

REL 533 Tibetan II - 4cr - Ann Helm
This course is a continuation of REL 503.

REL 534 Change Mastery III: Creating Healthy Systems - 3cr Susan Skjei
All change takes place within a context of an organization, community, or society. In this course we will explore how to implement change on a larger scale and what obstacles and opportunities you might encounter in the process. Topics will include: What is "system thinking" and how does it influence our understanding of change? What is a healthy organization or community? How can systems and structures be aligned to support health in organization? The format of this class will be an intensive one, beginning Friday night and continuing through Monday. The course will include talks, sitting meditation, and group activities and exercises. Grading will be based on workshop participation and a final project.

REL 535 Contemplative Judaism: The Knowing Heart - 3cr - Rabbi Mordecai Twersky
This course is a contemplative study of Jewish religion, based on the work of Moshe Chaim Luzzatto, a 17th century Kabbalistic philosopher, who developed the most systematic approach to Jewish philosophy without losing the depth of Kabbalistic perspective. The classic recasting 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 - Andrew Schelling
This course is a continuation of REL 507. Offered Spring 1993.

REL 540 Religions of China and Japan - 3cr - Nancy Maxson
This course offers opportunities to hear the vital heartbeat of religious life in China and Japan as they come to expression in Confucian, Taoist, Buddhist and Shinto forms.

REL 542 The Buddha Nature School - 3cr - Ven. Dzogchen Ponlop, Rinpoche
The Buddha-nature or Tathagatagarbha school is best introduced through study of the important Indian treatise, the Uttaratantra, and its commentary by Asanga. This text proclaims the enlightenment of all beings and the import of meditation practice and penetrates insight to uncover this enlightenment. This course follows this text and its traditional and contemporary commentaries in order to illumine the powerful teachings they transmit. Prerequisites: REL 530 or its equivalent, or permission of the instructor.

REL 550 Meditation Practicum III: Maitri and Mandala - 3cr - Cindy Shelton and Carole Fleming
This course continues the Practicum sequence, emphasizing Vajrayana topics such as mandala principle and the Buddha families, including discussion of the neurosis and sanity associated with each family. Space awareness practice known as "Maitri" provides a personal experience of these families, and this practice is a central part of this class. Prerequisites: REL500 and REL520, or permission of the instructors.

REL 551W Mahayana Meditation: Courageous Heart - 1cr - Ven. Ringu Tulku, Rinpoche
When we experience the vast network of pain in the world, we might become overwhelmed and filled with despair. But the Buddhist tradition provides training which allows us to look deeply into this pain and confusion in order to discover the courageous heart available to everyone. This workshop introduces the lojong (mind-training) teachings of a 12th century Buddhist master Atisha which demonstrate in a practical way how to engage the world and to transform pain and confusion into compassion.

REL 552W Zen Intensive - 1cr - Barbara Rhodes
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 - Ven. Dzogchen Ponlop, Rinpoche
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 503 and REL 533.
Courses

REL 557 Sanskrit III - 4cr - 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 Prayopavita Pani (Perfection of Wisdom; 5000 Lines), treating the Mahayana doctrine of emptiness, the Saddharma Pundarika (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 belief or habitus. Shakya Muni’s discoveries yielded a dynamic psychology, called abhidharma, based upon an understanding of the human mind and universal experience of impermanence, suffering, and egolessness. This course examines these discoveries made under the tree of enlightenment in his 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: AIDS is Us - 3cr - Robin Bohman
In contemporary society, the AIDS epidemic serves as a symbol of the perils and promises of Western culture. Through examining the epidemic itself and the responses 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, 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 Buddhist philosophy and meditation.

REL 566 Colloquial Tibetan: Nepal - 2cr - Faculty
Offered by the Study Abroad Program in Nepal as 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 student for simple every day interactions, i.e. trekking, shopping, and simple conversation.

REL 569 Hassidic Archetypes - 3cr - Rabbi Zalman M. Schachter Shalomi
This undergraduate course will present the world of Hassidism, as exemplified by some archetypal Masters. Beginning with a survey of the vocabulary and the cosmologies of the Kabbalah, we will examine the life-stories, teachings, prayer modes and melodies of the Baal Shem Tov and some of his disciples.

REL 570 Mahayana Buddhist Civilization - 3cr - Clarke Warren
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 Indian sect to a major Indian, then pan-Asia, civilization, with emphasis upon history, iconography, 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 - Clarke Warren
This course will trace the development of Buddhism in Tibet, principally during the first and second spreading of Buddhism, when most of the classical forms of Tibetan Buddhism evolved. Attention will be given to the various roles of the 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 - Les 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 Meitri practice. The specific exercises offer a means for developing an appreciation of what’s self and others in the context of an active, changing space. Prerequisite: REL 550, REL 550 or its equivalent.

REL 576 Nepali Language II - 2cr - Faculty
Offered by the Study Abroad Program in Nepal as 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 engagement 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. Ringu Tulku, Rinpoche
The Mahayana Buddhist teachings on emptiness shunyata, point out that the nature of reality is beyond concepts and beyond 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. 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 department.
Courses

REL 583 Tibetan IV - 4cr - Ven. Ringu Tulku, Rinpoche
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 533, and REL 553.

REL 588W 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 - Andrew Schelling
This course is a continuation of REL 557. Offered Spring 1997.

REL 602 Communication: Opening to Others - 2cr - Danny Kercher
This course is designed to introduce students to the art of contemplative communication. Using the principles of body, speech and mind, compassionate presence and exchange, and a distillation of western communication theory and techniques, including an introduction to group dynamics, the class will focus on the foundation skills required to open ourselves in order to communicate effectively with others. Volunteering at the homeless shelter anchors the class in non-academic experience.

REL 610 Tripitaka - 3cr - Reginald Ray
This course includes a topical examination of selected texts of the Tripitaka (Vinaya-, Sutra-, and Abhidharma-Pitakas) of the early Buddhist schools. Attention is also given to the more important commentarial literature.

REL 649 World Wisdom: Transpersonal Psychology of the Maturing Adult - 3cr - Rabbi Zalman M. Schachter-Shalomi
Most psychologies deal with the developmental issues of the early years. The eldering adult cannot be deeply understood unless one knows what the developmental issues of aging are. Here the notions of transpersonal psychology are most helpful. In the next few years, there will be many who will be bewildered by the changes they are undergoing, and people in geriatrics and transpersonal psychology will be asked to help in this new burgeoning field. This seminar will seek to give the theories and process tools for this work. Open to M.A. students.

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 4 credit hours.

REL 652 Transition and Ritual: Holding Others - 2cr - Roger Dorris
Continuing the journey begun with the class on communication skills, this course will address the practice of "holding others" who are in the midst of transition. Drawing on the principles and techniques of "auspicious coincidence", basic attendance, crisis intervention, grief work, and group dynamics, the class will explore and develop the role of ritual as an appropriate intervention in caring for others. Group process and hospice volunteer components will provide an experiential ground for the training. Prerequisites: REL 602. All others by permission of the instructor.

REL 660 Mahayana Texts - 3cr - Reginald Ray
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 679 Transformational Tools: Issues for Research and Development - 3cr - Rabbi Zalman M. Schachter-Shalomi
This graduate seminar, with some experiential labs, will deal with the skillful means employed by the mystical traditional of East and West to bring about transformation in their aspirants. Looking into what we can at present know of the state of the art of the somatic, contemplative and transpersonal psychologies, we will also focus on the desiderata for further research and development in these areas.

REL 699 Independent Study - 1-3cr - Faculty

REL 707W Communication and Transition - 2cr - Roger Dorris and Cassell Gross
This course is designed to prepare students for the Clinical pastoral Education (CPE) internships, and will be organized as a 7-day intensive immediately before the fall internships begin. The course will address two specific areas. First, students will learn the foundation skills necessary for crisis counseling, how to conduct an interview, and the reflective listening skills needed to relate with patients and their families on the internship site. Second, students will also be introduced to transition work, especially in the form of pastoral care and simple rituals necessary in the CPE setting, including prayer, baptism, and funerals. How do we ease the transitions encountered by our clients in the painful environments of hospitals, hospices, and other human service arenas? Open to Engaged Buddhism M.A. students only.
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 736  Engaged Buddhism Colloquium I: Field Placement Seminar - 3cr - Roger Dorris
This colloquium is designed to support the Engaged Buddhism internships for the Clinical Pastoral Education placement. Weekly sessions address the practical application of the principles of Engaged Buddhism in the internship setting. Emphasis will be placed on the Buddhist-Christian interface, the role of "active presence", and a selection of topic presentations appropriate to the focus of the placements. Open to Engaged Buddhism M.A. students only.

REL 746  Engaged Buddhism Field Placement - 8cr - Maxine Glaz, Foy Richey, and Faculty
The CPE (Clinical Pastoral Education) 400-hour internship gives the student the opportunity to explore personal and professional growth issues in a chaplaincy setting. Under close supervision, the student has the opportunity to learn from "the living human documents" as the intern chaplain on site in the hospital or hospice setting. Weekly seminars explore the purpose and meaning of chaplain care to patients experiencing a variety of personal crises in their lives. Additional in-service training acquaints the intern chaplain with medical environment and protocol.

REL 754  Community: Gathering Others Together - 3cr - Roger Dorris
Drawing on the "Communication" and "Transition and Ritual" classes, this course is a culmination of the journey which explores the meaning of community as "healing circle". Focusing on the politics of group dynamics, servant leadership, creative nonviolence and community organizing skills, this class examines how we can most effectively work with communities, large and small. The volunteer outreach component would involve working with projects developed by the Engaged Buddhism program. Prerequisites: Open to Engaged Buddhism M.A. students who have taken REL 602 and REL 652. All others by permission of the instructor.

REL 755  Engaged Buddhism Colloquium: Master's Project - 3cr - Roger Dorris
This colloquium will be a final summary of the two-year Engaged Buddhism track, drawing together the course work and experiential training which has occurred. Working with the primary program faculty, the students will examine their work, with particular emphasis on their internships, and culminating with the Master's Thesis Project. Prerequisite: Open only to Engaged Buddhism M.A. students.

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 - Judith Simmer-Brown
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 - Reginald Ray
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

REL 886  Extended Master's Project - 0.5cr - Faculty
Students who have not completed the Master's Project, may qualify for extension of the Master's Project semester. For more information please see the "Special Student Status" section in the Student Handbook. May be repeated.
Courses

Theater (THR)

Courses in this discipline are offered by the InterArts Department.

THR 480 Directed Project - 8cr - Lee Worley
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 Caper - 2cr - Carol Crutchlow
The only reason to perform on the stage is to illuminate some facet of human experience, whether by eloquence, passion or prurience. For this, the 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: Playwriting-On-Your-Feet - 1cr - Jean-Claude van Itallie
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: Square One Improv: The Basics of Communication - 1cr - Maggie Donaghy
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 Worley and Ethelyn Friend
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 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 will 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 sexuality -- 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).

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THR 537W Social Action Theater: Creating the Material - 1cr - Sha'ana Pineberg
In today's financial climate, the arts need more than ever to demonstrate that they are critical to society and not just an "expendable luxury." Meanwhile, social issues that are confronting our communities (i.e., violence, substance abuse, sexual abuse, discrimination, etc.) need innovative interventions because the traditional ones are not proving to be adequate. This suggests a powerful potential marriage. In this weekend, we will focus on how to create effective theater for social intervention. We will also briefly touch on creating context for this type of work, but the first priority is to ensure that we can create work that is powerful enough to serve its social function while continuing to meet high artistic standards. We will make use of students' personal experiences, creative ideas, improvisational skills, sincerity, and theatrical senses as we work together on the creation of one or two stimulating theater pieces that address current social issues of interest.

THR 538W Buffon Theater: Improvising on the Edge - 1cr - David Godsey and Janet McAlpin
Buffoons spit, sing, caper, laugh, and mock as the court jester once did for the king, or as the kachinas did in the Native American cultures. They are outcasts; physically deformed and unattached to the expectations of society. Buffoons are vertical, their energy is not drawn from the horizontal reality of everyday life but rather from an immediate connection to all that is sacred and profane. They are teachers and mirrors, reflecting our mistakes, arrogance, and deepest fears. We will invite the buffoon into our bodies, welcoming the unthinkable and the undoable.

THR 540 Character Acting I - 3cr - Lee Worley
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 genuine-ness to the performance.

THR 545 Character Acting II - 3cr - Lee Worley
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 and L.S. Summer
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 Buddha 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 and L.S. Summer
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 have taken THR 550, and who are committed to working on their own material outside of class. All others by permission of the instructor only.

THR 575 Advanced Voice II - 2cr - Paul Oertel
This course number is for students wishing to return to the material of THR 570. Prerequisite: THR 570.
Courses

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 Ryuko Kyudojo
Starting with sitting meditation, the experience of sitting 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. It 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
This class is taught by the instructor of the core awareness discipline. The history, culture, and philosophy of the major awareness discipline is studied. The student and teacher meet in the beginning, middle, and end of the semester.

TRA 500 Shambhala Meditation Practicum I - 3cr - Bill Scheffel
The Shambhala tradition is a secular approach to meditation introduced into this country Chogyam Trungpa Rinpoche. This class is designed to give students a strong foundation in sitting meditation. Through meditation, as well as lectures, Elms, exercises, and group discussion, issues of personal creativity, social responsibility and environmentalism are explored.

TRA 505 Tai-Chi Ch’uan: Level I - 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.

TRA 510 Aikido I - 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 and transforming the encounter to one of excitement and harmony. This class establishes links to the Aikido lineage as well as the contemporary training communities.

TRA 515 Yoga: Level I - 3cr - Ravi Dykema and Linda Morrell
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 moment-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 Yoga (breath awareness and control), Laya Yoga (work with the chakras), Jnana Yoga (deep relaxation practices), and karmas (cleansing practices).

TRA 520 Ikebana - 1-3cr - 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.

TRA 525 Tai-Chi Ch’uan: Level II - 3cr - Jane Faigao 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.

TRA 530 Aikido II - 3cr - Jude Blitz
This course 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.

TRA 535 Yoga II - 3cr - Ravi Dykema and Linda Morrell
This class extends the student’s awareness and skills further. The students learn more advanced breathing practices (pranayama), concentration practices (dhyana), meditation (dhyana), internal and vocal sound (mantra), and dietary guidelines. Permission of instructor is required.

TRA 545 Tai-Chi Ch’uan: Level III - 3cr - Jane Faigao 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.
TRA 550 Aikido III - 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. While one becomes more relaxed under pressure and increasing speed and complexity, simplicity and open-heartedness begin to enter the martial art engagements. Aikido weapons - wooden sword (bokken) and wooden knife (tanto) may be introduced in order to intensify training. One begins to understand how practice might become a lifetime commitment.

TRA 555 Yoga III - 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.

TRA 565 Tai-Chi Ch’uan Level IV: Push Hands - 2cr - Jane Foigao and Batoam Foigao
Push hands, a two-person Tai-chi Ch’uan exercise, is the most immediate practical application of the Tai-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 and 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.

TRA 575 Yoga IV - 2-3 - Ravi Dykema
This is a continuation of TRA 550. Prerequisite: TRA 550 or permission of the instructor.

TRA 580 Shambhala Meditation Practicum II - 2-3cr - Valerie Sanford
Human beings are inherently good but lose that connection to goodness due to confusion and pressures of everyday life. The ground of this course is a firm foundation in the practice of sitting meditation as a means to reconnect with basic goodness. Shambhala refers to an awakened society that existed in Asia. In the last two decades, Shambhala teachings have been transplanted in North America. Shambhala also refers to any society that cultivates wisdom and human dignity. These traditions are referred to as warrior cultures, not because they wage war, but because of the bravery necessary to realize the potential power, dignity, and wakefulness that is inherent in all human beings. Warrior cultures manifest as awakened societies attuned to natural energies and patterns in the environment, i.e. cycles of the seasons, life, and death. As we explore Shambhala, Native American, African/Shaman, and Japanese cultures, we will examine what unites them as warrior wisdom traditions as well as how they vary in their expression. Contemplative practice and ritual will accompany study. Prerequisite: students should have completed Shambhala Practicum I or should have some familiarity with sitting practice.

TRA 585 Tai-Chi Ch’uan Level V: Sword Form - 1cr - Jane Foigao and Batoam Foigao
The Tai-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 Tai-chi Ch’uan form and push hands.

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.
Courses

Writing and Poetics (WRI)
Courses in this discipline are offered by the Writing and Poetics Department.

WRI 411 Writing Fiction: Short Forms - 3cr - Bobbie Louise Haukins
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." Open to B.A. Writing program students. Others by permission of instructor.

WRI 420 Writing Poetry - 3cr - Andrew Schelling
A poetry workshop. A time to study language in its primal manifestations: the fur, feather, sinew and skeleton of speech and writing. Tender as a quick breath of air, sharp as a consonant, expansive as a vowel. Source material will come from "ethnopoeics" so we can get the long cool view of poetry as it's developed over ten thousand years. We'll use Jerome Rothenberg's T'chieutians of the Sacred for textbook. Weekly writing assignments in response to 20th century experimenters and innovators. A dash of environmental literacy, and we may head out of the classroom into the mountains. Open to all undergraduate students. Priority given to the Writing program students. $4.00 copy fee.

WRI 460 Writing Poetry - 3cr - Steven Taylor
A workshop in poiesis (making) based in literature (learning). To read is to rewrite as to write is to reread. The course aims at fostering critical and literary skills through reading and writing. Informed by ancestors and contemporaries near and far we'll break old habits and find new ground. Poetry is large. Join us. Open to all undergraduate students. Priority given to the Writing program students. $4.00 copy fee.

WRI 461 Writing Fiction: Short Forms - 3cr - Keith Abbott
This workshop will be for the beginning prose writer. We will focus on short forms such as Letters, Journals, Prose Poems, Monologues, Short Stories. Structures, methods and principles of prose works by Sai Shonagon, Ted Berrigan, Robert Desnos, Bobbie Ann Mason, Jack Kerouac, Louise Erdich, Richard Brautigan, Lucia Berlin, Caela Harryman, Gloria Frym, and others will be studied. Assignments on Journals, sketches, monologues, prose poems and short stories will be generated out of the assigned texts. Open to B.A. Writing program students. Others by permission of instructor. $4.00 copy fee.

WRI 542 Practice of Translation - 3cr - Anselm Hollo
This is a workshop based on the idea that "translation" equals "transformation." How do the choices we make in vocabulary, style, conceptual approach, when we write anything at all, "translate our thoughts into words," affect the results? How do we know that the literature in translation we read is an accurate reflection of the 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 B.A. and M.F.A. Writing program students. Others by permission of instructor.

WRI 543 Literature Seminar: 20th Century Poetry - 3cr - Guest Faculty
Open to B.A. and M.F.A. Writing program students. Others by permission of department. $4.00 copy fee.

WRI 546 Trends in Contemporary Literature: Introduction to Feminist Theory: History and Theory of Feminism - 3cr - Steven Taylor
Julia Kristeva and Judith Butler inspire the two questions that frame this survey. Can there be such a thing as woman? Is post modern feminism possible? Readings, talks, and discussions will address issues of gender, class, race, culture, and power relations from the points of view of the developing constellation of concepts that have informed the various historical phases of the women's movement for a century. We will proceed from background readings in philosophy, political theory, sociology, anthropology, and psychology, through issues of nature, identity, pleasure, porn, queer politics, race relations, censorship, and representation, to contemporary cross-genre works at the cutting edge of the thinking writer's art. Open to all undergraduate students and graduate students. Priority given to the Writing program students. $4.00 copy fee.

WRI 546W 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 a la Gertrude Stein, spontaneous oral compositions, etymology research, performance, collaboration. We will also look at various poets statements and manifestos by modernist and contemporary writers in an attempt to articulate our own vision and practice. Recommended for all Writing and Poetics students. Required reading: The Poetics Of The New American Poetry, In The American Tree, Disembodied Poetics: Annals of the Jack Kerouac School. Open to B.A. and M.F.A. Writing program students. Others by permission of instructor. $4.00 copy fee.
WRI 540 Rebel Angels: Radical Prosody in English and American Poetry - 3 cr - Reed Bye
How poets like Chaucer, Wyatt, Spencer, Shakespeare, Donne, Milton, Dryden, Blake, Wordsworth, Whitman, Dickinson, Hopkins, Pound, Williams, Stein, Zukofsky, Olson, Creeley, and Ginsberg made strange the conventional verse structures of their day and influenced poetic form and style. We will track the fascinating developmental history of radical prosody in English, and its relation to orientations of poetics theory. Modern prosodic theory by Roman Jakobson, Barbara Herrnstein-Smith, T.V.F. Brogan, Donald Westling, Eleanor Berry, Richard Cureton, others. Open to all undergraduate and graduate students. Priority given to the Writing program students. $4.00 copy fee.

WRI 553 (Section A) Literature Seminar: 20th Century European Poets - 3 cr - Anselm Hollo
A reading of significant 20th century poets from various European countries and languages (Apollinaire, Rilke, Mayakovsky, Lorca, Akhmatova, Sislerpran, Salaman, 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 will discover and discuss cross-cultural influences by these writers on their American colleagues (from William Carlos Williams to Alice Notley). Open to B.A. and M.F.A. Writing program students only. Others by permission of instructor. $4.00 copy fee.

WRI 553 (Section B) Literature Seminar: The Feeling Tone: Women, Wisdom, and Humor - 3 cr - Bobbie L. Hawkins
In this seminar we will read work by Dorothy Parker, Fay Weldon (Life and Loves of a She-Devil), Molly Giles, Grace Paley, and Bobbie Louise Hawkins. The writing deals with love and laughter, and with the irrevocable losses and gains of women who live lives with a feeling heart, a discerning eye, an ascerbic wit, and a relentless vocabulary. This is a reading and writing class. The texts we read will be the focus for the writing assigned. Open to B.A. and M.F.A. Writing program students. Others by permission of instructor.

WRI 555 Trends in Contemporary Literature: Classic Modernism in English - 3 cr - Reed Bye
We will read and discuss innovative Anglo-Irish-American literary technique in novels, plays, and verse from ca. 1905 to 1930. Works to be covered include Virginia Wolf's To the Lighthouse, Gertrude Stein's Melancholia and Tender Buttons, Ezra Pound's Cantoys and Hugh Selwyn Mauberley, W.C. Williams's Spring and All, Louis Zukofsky's A 1-7, T.S. Eliot's Wasteland, W.B. Yeats's play At the Hawk's Well, Langston Hughes's Scary Blues, early poems by Marianne Moore, and stories by Ernest Hemingway and Sherwood Anderson. A third of the semester will be spent on James Joyce's Ulysses. Accompanying the primary texts will be essays by the above authors and others on the formal experimentation in modernist verse, drama, and narrative structure and its relation to social critique. Open to all undergraduate and graduate students. Priority given to the Writing program students.

WRI 580 Eco - Lit - 3 cr - Jack Collom
"Eco" means "house." Our larger house has come to be the whole sphere. We will study and write poetry and prose that directs attention to surroundings, especially those called Nature. Authors investigated will include such precursors as Rousseau, Wordsworth, Coleridge, Muir, and Audubon, but we will focus on moderns: Rachel Carson, Ed Abbey, McLure, Snyder, Sanders, Edward Hoagland, Wendell Berry, Annie Dillard, the Vonnegut of Galapagos and others. Open to all undergraduate and graduate students. Priority given to the Writing program students.

WRI 581 Project Outreach - 1-3 cr - Jack Collom
Project Outreach places members of The Kerouac School in local prisons, schools, homeless shelters, halfway houses, hospitals and retirement houses to unlock the voices of others through workshops, to inspire and instruct them in the language arts. Students may earn one to three credits while going into the world as cultural workers, improvising and sharpening their own teaching skills. This course is offered each semester. Open to B.A. and M.F.A. Writing program students. Others by permission of instructor.

WRI 582 Letterpress Printing I - 3 cr - Julie Seko
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, and 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 B.A. and M.F.A. Writing program students. Others by permission of department. $25.00 material fee.

WRI 582 Letterpress Printing II: First Impressions - 3 cr - 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 writer/printers, we will investigate the letterpress possibilities for poetry and fiction through the production of broadsides, postcards, and a limited-edition chapbook. Open to B.A. and M.F.A. Writing program students. Others by permission of department. $25.00 material fee.
Courses

WRI 811 (Section A) Practice of Fiction: Short Forms - 3cr - Bobbie L. Hawkins
This is an M.F.A. level Short Story workshop. We will focus on basics: believable characters and events, choosing tense and person to create the stance from which the story is written, the function of dialogue. We will read of other writers approaches to prose (Elmore Leonard says, "I write in scenes and use as much dialogue as I can."). All of this will reinforce skills you already possess and sensitize you to others. Writers in this class will take two stories through three drafts. You will meet with me individually for tutorial critiquing of those stories. You will also write a number of stories as exercise. Open to M.F.A. Writing Program students. Others by permission of instructor.

WRI 811 (Section B) Practice of Fiction: Building Blocks - 3cr - Keith Abbott
The basic building blocks of fiction will be studied. Exercises in Monologue, Dialogue, Point of View, Character, and Scene construction. Fiction, drama, and movies by Sam Shepard, Lucia Berlin, Louise Erdrich, David Mamet, Lorrie Moore, Elmore Leonard, Lillian Hellman, Raymond Chandler, and Quentin Tarrantino, among others, will be studied. Half the class will be devoted to critiquing student writing, half to assigned texts and assignments. Recommended for the M.F.A. Prose students who will have first consideration to register for this course. Open to M.F.A. Writing program prose students, B.A. and others by permission of instructor. $4.00 copy fee.

WRI 811 (Section C) Practice of Fiction: Sequences - 3cr - Keith Abbott
This workshop will cover how longer works and collections are conceived, ordered, structured, and edited. Narrative principles, point of view, and aesthetic and linguistic patterns will be studied along with organizational editing. Fiction, poetry, drama, and videos will be utilized. Works by Basho, William Burroughs, Ted Berrigan, Harry Crews, David Mamet, and Kathy Acker will be studied. Books by Richard Brautigan, F. Scott Fitzgerald, Lucia Berlin, and Louise Erdrich will be read. Longer works by students are encouraged. Editing principles for fiction collections will be covered. Recommended for third semester M.F.A. students, as preparation for thesis. Third semester M.F.A. or pre-manuscript prose students will have first consideration to register for this course. Open to M.F.A. Writing program prose students. Others by permission of instructor.

WRI 813 (Section A) Creative Reading and Writing: Poet's Plays - 3cr - Anne Waldman
What's the link between writing and human activity? If the poet's harp originated as wind played on the dried tendons of a stranded whale skeleton, if meter arose from the beat of two hammers on an anvil, and if Anglo-Saxon poetry is based on the push and pull of the ear while Greek verse is linked to the ecstatic beat of feet around an altar sacred to the deity, then contemporary practitioners have much to learn from the oral origins of their own poetry. "Rhythm is form cut into time," said Ezra Pound. Thus, ordinary activities are explored along with the ritual and folk origins of poetry. The course will include readings in classical and contemporary poetry (Noh dramas, Yeats, Beckett, Baraka, Sclafino and others) and will focus on poets' plays and poetics. Weekly writing assignments, tough critical feedback, and final class performance/presentations will be required. Open to M.F.A. Writing program students who have not studied with A. Waldman. $4.00 copy fee.

WRI 813 (Section B) Creative Reading and Writing: The Poem and the Journal - 3cr - Andrew Schelling
The Journal as "literary form." It's been seen that way in Japan for 1000 years, and encompasses keen daily observation, poem caught on the run, stabs at fiction, brief ruminations, swift assays of thought. Emphasis in this course is on reading and writing, walking and living with pen in hand to keep a daily practice of notation: thoughts, studies, scholarly readings, news events, excursions, dreams, conversations. Weekly assignments prompt you to take notes like a spy. And then to consider what leads discipline to the practice. We'll read elder practitioners, Sei Shonagon, H.D., Thoreau, Matsuo Basho, and recent writers who've gotten poetry from Raw material of the daily entry: Joanne Kyger, Paul Blackburn, Bernadette Mayer, Gary Snyder. Open to M.F.A. Writing program students. Others by permission of instructor. $4.00 copy fee.

WRI 813 (Section C) Creative Reading and Writing - 3cr - Anselm Hollo
This class is an examination of contemporary and current work published in journals and anthologies representing (or claiming to represent) the various traditions, trends, and movements in U.S. poetry coupled with the participants' creative responses to the works read. Course texts include The Teachers' and Writers' Handbook of Poetics: Forms, edited by Ron Padgett, and Postmodern American Poetry: A Norton Anthology, edited by Paul Hoover. Open to M.F.A. Writing program students. Others by permission of instructor.

WRI 820 Practice of Poetry - 3cr - Guest Faculty
Open to M.F.A. Writing program students. Others by permission of department. $4.00 copy fee.

WRI 860 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 is Talking in Tranquility: Interviews with Ted Berrigan (O Books). Open to M.F.A. Writing program students. Others by permission of instructor.
WRI 861 (Section A) Practice of Fiction: The American Short Story - 3cr - Keith Abbott
This seminar will cover a historical overview of the American short story alternating between rural Hemingway modernistic fiction and motormouth urban raps. The reading will concentrate on books by the following authors: Sherwood Anderson, Grace Paley, Ernest Hemingway, Jayne Anne Phillips, Raymond Carver, Bobbie Ann Mason, and Hubert Selby. Seminar time will be split between the assigned writers and workshop assignments generated out of those required texts. Open to M.F.A. Writing program prose students. Others by permission of instructor. $4.00 copy fee.

WRI 861 (Section B) Practice of Fiction: Character, Characterization and Monologue - 3cr - Bobbie L. Hawkins
The commonplace speaking voice that delineates character and character development is the basis for the writing we will do in this class. Monologues are a classic mode for characterization. We will read writing (and watch video performances) by writers/performers as various as: Alan Bennet, (The Madness of King George, Prick Up Your Ears), Eric Bogosian, Whoopi Goldberg, Nozake Shange, and more. The focus is not the dramatic/playwriting aspect, but the character/voice speaking itself onto paper. Recommended for the M.F.A. Prose students who will have first consideration to register for this course. Open to M.F.A. Writing program prose students. Others by permission of instructor.

WRI 863 (Section A) Creative Reading and Writing - 3cr - Andrew Schelling
In this poetry workshop, readings will be in Modernist and contemporary experimental writings, drawn from recent anthologies. It will be a two-fold process: attention to participants' poems and study of a range of active experimentalists. Particular attention will be paid to Projectivist traditions in verse, and innovations occurring right now. Students will bring poetry in each week and will be responsible for writing a formal book review of current poetry drawn from a list of young contemporaries and writing a paper on poetics. Texts: The Norton Anthology of Post-Modern Poetry, and Jerome Rothenberg's Symposium of the Whole. Open to M.F.A. Writing program students only. $4.00 copy fee.

WRI 863 (Section B) Creative Reading and Writing: Women's Experimental Writing - 3cr - Guest Faculty
In this course we will explore Modernist and Contemporary women's experimental writing. There will be a range of specific writing exercises and short term papers required. Open to M.F.A. Writing program students. Others by permission of department. $4.00 copy fee.

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.

WRI 881 Extended Manuscript - 0.5cr - Faculty
Students who have not completed the manuscript, may qualify for extension of the manuscript semester. For more information please see the "Special Student Status" section in the Student Handbook. May be repeated.
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 (L.P.C.) 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 1978. 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.

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 chairing the Early Childhood Education program at The Naropa Institute.

Janice Beard Bull  Somatic Psychology
B.F.A., Wichita State University
M.A., The Naropa Institute
Janice (A.D.T.R., L.P.L., L.P.C.) has been involved in the creative process of teaching and healing for more than 10 years. A dancer, baker, and creative arts therapist, dance focuses on the body as a primary vehicle for being in this world in a healthy, sane, and creative way.

Diane Butler  Dance/Movement Studies
B.F.A., The Juilliard School
M.A. 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 1988-90. Sites included the Cooper Union Project, Edith 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 studios 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 Colorado Council on the Arts, Neodata Endowment, and Boulder Arts Commission for her creative work and was awarded a 1995 Djerassi Artists RFidence for her work as a founding member of the Mariposa Collective.

Reed Bye  Writing and Poetics
B.A., M.A., Ph.D., University of Colorado
Reed is the author of four books of poetry including Heart's Bestiary and Some Magic at the Dump and has taught classes in Dharma Art as well as classic and contemporary literature at The Naropa Institute. He is currently Chair of the Department of Writing and Poetics.

Jane Carpenter-Cohn  Contemplative Psychology
B.A., State University of New York-Oswego
M.A., The Naropa Institute, Psychology
A Certified School Counselor, Jane 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  Transpersonal Counseling
B.A., New Mexico State University
M.S., Boston University
Ph.D., Union Institute
Barbara is certified in Holotropic Breathwork by Stanislav Grof with whom 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. She is a licensed clinical psychologist in private practice in Boulder and Westminster.

Dee Joy Coulter  Foundation Year
B.A., M.A. University of Michigan
Ed.D., University of Northern Colorado
Dee taught and directed public school programs with learning disabled students for 14 years. She then taught education courses at various colleges for the next 14 years. Currently, she directs a graduate level correspondence course in neurology and learning for the University of Northern Colorado, conducts cognitive evaluations in a private practice, and lectures and presents workshops nationally on child
Full-time Faculty

development, cognition, and music education. At The Naropa Institute, Dee teaches courses on cognition.

Eagle Cruz | Environmental Studies  
B.A., University of California-Davis  
A Yaqui from southern Arizona, Eagle 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 Rolfing practice in Boulder.

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 definition 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 Residency 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 Karmê-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.

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 Microcosmos, 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 poetry 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 cultural ecology. Her special interest is the variety of 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-cultural truths having to do with nature has led to a variety of professional and volunteer efforts, including several awards.

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 and a licensed professional counselor. She has been involved in the wellness and mental health care delivery system for more than 11 years, working with a multitude of different populations. An expressive arts therapist, Nicol uses movement, various art media, adventure therapy, music and sand tray work 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 the 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  
M.F.A. California Institute of the Arts  
Mark is the director of the Naropa Music Program. He has toured and recorded with Art Lande, Paul McCandless, Peter Kater, R. Carlos Nakai, David Friesen, Tom Grant, and Bill Douglas. With jazz pianist Art Lande, he has recorded two albums of improvised duets, The Story of Ba-Ku, and Prayers, Germs and Obsessions as well as two award-winning children's albums featuring Meg Ryan and Holly Hunter. With pianist Peter Kater, he has recorded several albums including Migration, Honorable Sky, and rooftops, as well as sound tracks for television and Off-Broadway.
Full-time Faculty

Elizabeth Carbery Neal  Art Therapy
B.A., St. Mary's College
M.A.T., Gonzalez 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. Ugyen Lhundrup Thaye.

Anne Zonne Parker  Environmental Studies
B.S. University of California at Berkeley
M.A., Indiana University
M.A., Ph.D. University of Oregon
Anne was the Program Director at Interface in Cambridge, Massachusetts for the past three years, and in 1994, she developed and directed a national non-profit Buddhist organization called the Dzogchen Foundation. Before that, she worked as an instructor of geography for three years at the University of Oregon. In 1989, she was a Fulbright Research Fellow in Nepal. She has conducted extensive field research in indigenous agriculture in Nepal and other Asian countries.

Ven. Dzogchen Ponlop, Rinpoche  Religious Studies
Ko Rahjampa, Rumtek Shedra, Sikkim Acharaya,
Sanskrit University
Ven. Dzogchen Ponlop, 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. His birth was predicted by His Holiness the XIVth Karmapa, who recognized him and ordained him. Ven. Ponlop Rinpoche has received the most important Kagyu and Nyingma teachings and empowerments from His Holiness Karmapa, His Holiness Dilgo Khyentse Rinpoche, and other great teachers. He was trained by Khenchen Thrangu Rinpoche, Khenpo, and Khenpo Tenzin Gyatso, Rinpoche, at Karma Shri Nalanda Institute, the shedra and 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. Rinpoche is fluent in English, and is known for his unique blend of intellectual precision and great warmth.

Reginald Ray  Religious Studies
B.A., Williams College
Ph.D., University of Chicago
Reginald 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 a member of the Nalanda Translation Committee.

Ven. Ringu Tulku, Rinpoche  Religious Studies
Acharya degrees, Varanasi University
Lopon Chendo (Ph.D.) Into Nyungma Society
Ven. Ringu Tulku, Rinpoche, is an eminent Buddhist teacher whose scholarship, fluent English, and responsive teaching style have become appreciated in European dharma centers. He was recognized as the reincarnation of the Abbot of Ringu monastery in Tibet. Gyalwa Karmapa and Dilgo Khyentse Rinpoche were his root gurus, and he has studied and practiced under the guidance of many distinguished lamas from all the traditions of Tibetan Buddhism. He has been a professor of Tibetology in India for the last seventeen years and has produced teaching material and books in Sikkim. Among his publications is a book on the first Jamgon Kongtrul and the ri-me movement.

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: Clau 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: Annois 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 completing a book on feminine principle in Tibetan Buddhism and presently serves as chair of the Institute's Religious Studies department.

Michael Smith  Transpersonal Counseling
B.S., M.S., University of North Texas
M.A., Ph.D., Institute of Transpersonal Psychology
Michael has an extensive background in spirituality, teaching, and clinical psychology, including teaching in several types of institutions, extensive experiences as a psychotherapist, and Tibetan Buddhist study and practice. Additionally, he holds certification in Body Centered Therapy, Radiance Breathwork, Eye Movement Desensitization, Cranial-Sacral Therapy, Applied Kinesiology, Him Shin Do, and Psychosynthesis.

Robert Spellman  Visual Arts
B.F.A., Massachusetts College of Art
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. He has also practiced Tibetan Buddhism for over 20 years, directed a retreat center for 6 years, and an urban meditation center for 3 years.

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...
Full-time Faculty

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.

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*. Her Master's degrees are 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 at the Asian Pacific Center for Human Resources. Dr. Wegela has been a teacher since 1968, has worked extensively with group process since 1970.

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 Oregon, Portland, has been a clinical social worker since 1966. She was on the faculty, teaching psychology to physicians at the Mercy Family Medical Residency Program in Denver from 1982 through 1985. She has been a Jungian Depth Analyst 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 and is a painter and calligrapher. Her paintings have been exhibited nationally.

Howard Apshoven Ph.D. in Counseling Psychology, University of Oregon. Dr. Apshoven 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 Ziedman Bardwell B.F.A., University of Michigan; M.A., The Naropa Institute, Contemplative Psychotherapy; and is a Licensed Marriage and Family Therapist and a clinical member of the American Association for Marriage and Family Therapy. She specializes in: couples communication, living with life-threatening illness, guiding through the grieving process, and empowering individuals in transition. She has a special interest in using the transitions within the life cycle as opportunities for growth and healing. Ms. Bardwell maintains a private practice at the Colorado Institute for Marriage and the Family in Boulder.

Tandy Beal Dancer, Director, Choreographer, Actress, Dreamer, performs as a solo artist with her own ensemble in major cities and festivals throughout the world. A prolific choreographer, Ms. Beal has created and performed more than 100 dance and theater works since 1974, when she began her company. She is the Artistic Director for the New Pickle Circus. Numerous organizations have commissioned her choreography, including Bobby McFerrin’s vocal ensemble Voicestra, the Horror Ballet, Frank Zappa with the Berkeley Symphony Orchestra (with 65 life-size puppets), and NASA’s search for Extra Terrestrial Intelligence Project. Film and television work includes choreography for Tim Burton’s The Nightmare Before Christmas, a music video for Bobby McFerrin, and Voice/Dance, a PBS special that won three Emmys and the Golden Rose award from Monteux.

Laura Beer M.A., ACMTH, holds an Advanced Certification in Music Therapy. She received her Masters degree from New York University, and did post-masters training with Gisele 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.

Frank Berlinger is a consultant and psychotherapist in private practice. A senior student of the founder of The Naropa Institute, Mr. Berlinger was National Director of Shambhala Training and resident teacher at the Berkeley Shambhala Center. He has been an adjunct faculty member at Naropa for three years.

Gabrielle Bershen B.A., St. John’s College, Philosophy and Mathematics; M.A., The Naropa Institute, Transpersonal Counseling Psychology, has been practicing studying and teaching Transpersonal Counseling Psychology since 1982. She has taught meditation for seven years to groups 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 MSW, University of Denver, is a registered nurse and is nationally board certified as a Rehabilitation Nurse Specialist. 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 Akido Sandan (third degree black belt) has been a student of Hiroshi Ikeda, Shihan since 1980. She has taught Akido at The Naropa Institute since 1989. Jude holds a B.S.W. from the University of Missouri, Columbia. She is a certified Hakomi Therapist and body worker and has a private practice in Boulder.

Gayle Bodine, M.A., A.T.R., L.P.C., is an art psychotherapist and certified hypnotherapist in private practice in Denver. She focuses on the use of personal imagery with her clients, using art therapy, hypnotherapy, artplay and dream work. She is past president of the Art Therapy Association of Colorado and current vice president of the Colorado Sandplay Therapy Association. She teaches community courses in the use of art therapy as a personal transformational tool and self healing with hypnosis. She is researching a book on the future self in dreams with a working title of Taking Care of the Grandmother. Gayle teaches Adult & Career Development – Art Therapy.

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 Communities. 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.

Deborah Bowman B.A., University of Kansas, Ph.D., Union Institute, formerly chaired the M.A. Transpersonal Counseling Psychology Program, was the former president of Boulder Graduate School, and is 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 Center Leadership Institute. She specializes in the creative process, painting, process, combining art therapy, Jungian, transpersonal, and gestalt therapy.

Pat Broslin M.A., The Naropa Institute, is a second generation Coloradan. She served in the Army for 6 years (they asked, she lied). After her tour of duty she worked as a Veterinary Technician for almost 10 years. She decided 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.

Felipe Brun began playing drums in his native Uruguay at the age of 14. When he was 20, he moved to New York City where he studied at the Juilliard School of Music and the New School, and worked for 15 years as a professional drummer and recording engineer. During this time, he returned to South America for a year to attend Sao Paulo University and conduct research in Brazilian ethno-musicology. Mr. Brun has conducted Afro-Brazilian percussion workshops in New York City, Massachusetts, and Boulder. He is currently a creator and director of Kandoume Percussion Ensemble in Boulder.

Sarasvati Buhrman M.A., University of Colorado, worked as a geneticist at Stanford Research Institute and the University of Colorado until her current position in Cultural Anthropology with emphasis in cross cultural, psychological, and symbolic approaches. She has lived and
Part-time Faculty

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 practices in 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 history, ecology, and a variety of natural science and outdoor education classes. Colleges at which she has taught include the University of Colorado, Arapahoe 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 centers around twenty years of work with dance therapy, Aston-Patterson 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 pro and perinatal time, the transformational effect of movement processes, the practice of dying, 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, is the author of Music, Physician for Times to Come, Rhythms of Learning, The Roar of Silence, Musial Brain, Master Teacher: Nadia Boulanger. He is a composer and artist with eight records to his credit, including String Rainbows, Rumes, and Lightning on the Moon. A former student of Nadia Boulanger and Robert Casadesus, 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 now works as a lifelong career in the creative arts. In 1992 she became a student of Japanese brush under master calligrapher, Ichicho Okamoto, Sensei, and is currently engaged in post-graduate work in Asian art history at the University of Colorado.

Betty Cannon Licensed Psychologist, 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.

Michael Caplan earned a law degree from Wayne State University, School of Law, in 1963, and a Master of Tax Law degree from New York University, School of Law in 1965. He has worked as an Estate and Financial Planner, and as a mediator with the City of Boulder Community Mediation Service. He is currently a senior associate with CDR. Michael teaches courses about conflict resolution, communication skills, collaborative decision-making, and problem-solving through the University of Denver and the University of Colorado. He has also studied, worked and lived in cooperative communities such as Esalen Institute, Feathered Pipe Yoga Retreat and Arcosanti.

Susan Carabell B.A., Humanities, Certifications in: Massage Therapy from the Boulder School of Massage Therapy, Dance Therapy and Movement Studies from the Naropa Institute, Counseling from The University of Santa Monica, Body Centered Therapy from The Hendricks Institute, and Clinical Hypnosis from The Leela Foundation. Susan has been a practitioner in the field of Somatics for 18 years. She has a private practice in Boulder and conducts groups in corporations, schools, and federal prison. As a teacher and therapist, she works with assessing the bodymind as a vehicle for resting in presence and the truth of Self. She loves travel, dance, and play.

Marvin Casper B.A., City College of New York, M.A., advanced graduate study, New York School for Social Research formedly chaired the Contemplative Psychology Department. He has taught at Naropa for many years, and is the editor of two of Trungpa Rinpoche's books: Cutting Through Spiritual Materialism and Myth of Freedom.

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 written about the therapeutic relationship in the Massage Therapy Journal.

David Chernikoff M.D., Graduate Theological Union, M.S.W., University of Denver, is a psychotherapist and meditation teacher who has been doing "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 biologist at The Point Reyes Bird Observatory. She later became a psychologist for Maitri Psychological Services, the Boulder County Mental Health Center, and in private practice. She served as resident Director of Shambhala and later Director of practice and study for Karma Dzong in Boulder. She has been a teacher of Buddhist and Shambhala dharma since 1979.

Ben Cohen Ph.D., University of Delaware, and 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 is a meditation and psychotherapy, couples counseling, and group process.

Sarah Cohen B.A., Psychology, M.A., Guidance and Counseling, The University of Colorado at Boulder. Sarah became a licensed professional counselor in 1983. She maintains a private practice in Boulder and serves as part of the adult team of the Mental Health Center in Longmont. She is active in the Boulder Psychotherapists' Guild.

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 today 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 Centered Riding techniques which she uses in horse-facilitated psychotherapy.

Jack Collem 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...
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Grand Island, Arguing with Something Plato Said, and Ball. He recently co-authored 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 Kerouac School's Outreach program.

Sharon Conlin R.N., B.S, Nursing, University of Michigan; M.A., Counseling, University of Colorado; has been practicing psychotherapy for the past 16 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.

Carol Crutchlow B.A. Creative Writing, Ohio Union, 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 Walter of The Firehouse, and Pia Piro of The Next Stage. Her most recent performance was in the Holy Cow Theater production of The Actor's Return. She teaches acting at Naropa and at The Studio.

Mary Culkin M.S., Bank Street College of Education; Ph.D., Union Institute, has been active for over twenty years in program development, teacher preparation, specialized programs, and policy research. Dr. Culkin has had considerable experience working with children in developing school, child care, and education programs. She founded and directed the Mapletree School, directed Friends British Primary School, both located in Boulder, and taught in Boulder Valley School. She is a Research Associate at the University of Colorado in Denver and has served as Instructor at the Community College of Denver.

Richard Darst has been a student of the outdoors for more than 30 years, and has studied with noted leaders in the field including Tom Brown, Jr., and Dr. James Halpenny. He teaches and lectures locally throughout the Denver area, his teaching style incorporates the spiritual with the practical.

John Davis 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 Rithwan School (a spiritual work school under the direction of Hamed ABA. H. Almasa), and a wilderness guide in addition to his teaching at Naropa. He has published on transpersonal psychology, ecopsychology, wilderness rites of passage, and research methods.

Betsy DeCastro M.A., The Naropa Institute, Contemplative Psychotherapy; B.A., University of Vermont, Psychology. Ms. DeCastro is currently the Coordinator of the Victimization 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, 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.

Laurie Doctor B.A., Southern Methodist University; Ma. Doctor is a calligrapher and graphic designer. She has studied Western and Eastern calligraphy with Barbara Bash, Jenny Gratt, Thomas Ingmire, Mark VanStone and Ed Young.

Maggie Donaghy graduated from The Neighborhood Playhouse, New York City, the University of North Carolina, and the University of Texas at Austin’s Center for Meditation and Mind, 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, program director 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 teaches Career Counseling, Human Growth and Development and Psychological Assessment at local schools.

Bill Douglas M.M., Yale University, is a composer, pianist and bassist. He has made three recordings on RCA with Peter Sorkin and Tash. He tours regularly with clarinetist Richard Stelman, with whom he has recorded three best-selling albums on RCA, Begin Sweet World, New York Counterpoint, and Innermost. Mr. Douglas is the leader of the infamous Boulder Bassoon Band. He has recorded five solo albums: Juwel Loka, Cantillia, Kaleidoscope, Deep Peace, and Circle of Moons.

Ravi Dykema was granted the title Yograj, or "yoga adept" by his teacher, Swami Gitandana, during Dykema's four-year tenure in the early 70s as a student and faculty member of Gitandana's yoga Vedanta Vedanta India Foundation. 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, displacement, entrepreneurship, communications, leadership and team building. He was educated at Princeton and has done graduate work at Columbia and Pepperdine.

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 Model. 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 particularly involved in developing an educational and consulting model for Geriatric Team Care.

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 Maier Psychological 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 M.A. in Psychology program at the Naropa Institute.

Mary Erickson M.CAT, CMT-BC, Hohnemann University, Music Therapy, is a music therapist in private practice in the Denver area. She directs the choir at St. Barnabas Episcopal Church in Denver. Mary formerly served as lead staff on the Colorado Developmental Disabilities Planning Council. She is an accomplished pianist and plays in a chamber music group in addition to teaching improvisational piano.

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 Service. His professional and research interests have been in creativity and states of awareness. In his therapeutic practice he focuses on unconscious processes using dreamwork and hypnotherapy.

Sue Evans M.BA Finance, Michigan State University, MA Counseling, Michigan State Univ., BA Psychology, Adams
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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 endowed 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., F.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 supervised art therapy students for Vermont College of Norwich University, Boulder Graduate School, and the Univ. of Colorado at 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.

Sha'ana Fineberg, Ph.D. Clinical and Community Psychology, has been creating artistically and socially relevant original theater for 18 years. She is a member of the Mirrors Dance/Theater Co. directed by Gabrielle Roth. She has taught workshops and classes in ritual theater in Hawaii, Australia, America, and New Zealand. She has produced many original pieces and three original full-length shows. Her latest project was a multi-cultural, multi-generational musical on Maui. Dr. Fineberg has founded Carolina Internationals and a business working with Creative Community Wellbeing and artsolutions, Inc. She has recently relocated to Boulder.

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.

Lynne Foote MA, 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, metaphoratic process. Her work also draws from Jungian theory, Buddhist Mindfulness practice, Earth Rituals, and her own healing journey.

Mary Ann Foster, C.M.T., B.A., Body Mind Therapies, The Naropa Institute, is a certified Body-Mind Centering practitioner, has trained in massage at the Boulder and Seattle School of Massage. She also has experience in Embodiment Movement training, Hakomi Bodywork training, Laban Movement Analysis, yoga studies, and Cranial-Sacral therapy. Mary Ann has a private practice and teaches classes for health professionals.

Ethelyn Friend MFA, Brandeis University, BA Poetry, Naropa Institute has been working with acting and voice in traditional and non-traditional forms since childhood. She has performed as a regional theater, musical theater, and opera, and has taught acting and voice in a variety of settings, most recently as a voice coach for the Colorado Shakespeare Festival. Extensive work with the Roy Hart Theater of France in recent years has deepened her curiosity to continue exploring the light and dark corners of the human psyche through voice.


Athena Giordano B.A., Contemplative Psychology, Health & Healing, The Naropa Institute; certified reflexologist, International Institute of Reflexology, London. Athena has been a 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 practice draws from a broad foundation of healing therapies including reflexology, aromatherapy, herbalism and lifestyle counseling.

Dena Gitterman, M.A., Indiana University. Dena has worked as a teacher, counselor, and therapist since the late 70's in schools, hospitals, and clinics. She has been an individual and group psychotherapist in private practice since 1987, combining body-centered therapy, Gestalt work, depth psychology, and a wide range of more traditional approaches. As a specialist in working with eating disorders, trauma recovery, and body/health issues, she has presented numerous workshops and seminars.

Elonu Giulini, B.A., Georgetown University, M.A. in Somatic Psychology at The Naropa Institute; grew up in Germany. Elonu 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 exploring developmental movement patterns with her daughter Mara.

Rev. Dr. Maxine Glaz, B.S., M.Div., Th.M., Ed.D., is a certified supervisor of Clinical Pastoral Education (ACPE) and Director of Pastoral Care and HealthONE, Denver, Colorado. [hospitals which offer education for chaplains under Dr. Glaz' supervision including Presbyterian/ St. Luke's Medical Center, Swedish Medical Center, Aurora Presbyterian Hospital, Bethesda PsychCare, and the University of Colorado Health Sciences Center.] She is the editor of Women in Traval and Transition: A New Pastoral Care, and numerous articles in the field of pastoral care and counseling. Dr. Glaz is actively involved in resolving questions of clinical bio-ethics within Presbyterian/ St. Luke's Hospital and is an active member of both HealthONE's Joint and Board Ethics Committee.

David Godsey is a graduate of Eckhalm College, Circle in the Square in New York and the Laboratoire d'Etude du Mouvement at the School of Drama and Theater, Lausanne. As a singer/songwriter and musician, David is dedicated to the creation of a new performance form that combines the emotional accessibility of live music with the visual power of physical theater.

Darion Gracen M.A., M.S.W. Smith College School for Social Work. As a psychotherapist, graduate level educator and consultant to non-profit organizations for the past 18 years, she 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. Casswell Gross J.N., M.A., is Supervisor in training with the Association for Clinical Pastoral Education, a national chaplain training organization. She has previously worked in psychiatric nursing, counseling, hospice, and adult education. She has been a practitioner of Tibetan Buddhism for 18 years.

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 at Hakomi Institute and
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Director of Hakomi's professional organization for students and graduates. In her private practice she combines body-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 conducted research in neuro-cognitive 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.

Bob Hall began his drumming career with the Irep African Drum and Dance ensemble directed by Mr. Adutunji Joda. He has studied the indigenous rhythms of Senegal with the Master Drummer of that region. He has been a member of several groups with Tracy Ikiedy and directs the nine-member African drum ensemble Kusogea Nobi. Bob is also the percussionist with World Report Band.

Carol Halpern B.A., Fine Arts, Kansas State University, is a first level certified teacher with the Sogon 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 chairman of the Kalapa Ikebana School. She was one of the original teachers at The Vidyas School, a contemplative elementary/middle school, where she taught Ikebana to children for seven years.

Vincent Harding, Ph.D., University of Chicago, is Professor of Religion and Social Transformation at Ith School of Theology and has long history of involvement in domestic and international movements for peace and justice, including the southern Black freedom struggle. He was the first director of the Martin Luther King Jr. Memorial Center in Atlanta and served as director and chairperson of the Institute of the Black World. He is senior academic consultant to the award-winning PBS television series, “Eyes on the Prize.” He has taught at Pendle Hill Study Center, Temple University, and Spelman College. Among his publications are The Other American Revolution, There is a River, Vol. I, and Hope and History.

Ann Helm 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 Urgen Shempen, Jules Levine, and John Rockwell. She has been a member of the Nandas 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 Hooley B.A. Psychology, Southeastern Massachusetts University, M.Ed. Education/Early Childhood, Antioch University, has taught young children and teacher training, 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. Hooley is the Assistant Director of Alaya Preschool.

Duyen 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, Duyen teaches classes about working with children in a variety of psychology and art therapy state. Duyen’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 and gardeners’ biodynamic associations, the Chadwick Society, and the American Rock Garden Society. He owns a landscape design and garden business in Boulder. He is co-author, with Eric Sajel, of What Makes the Crops Rejoice.

Dessie Howard B.A., Psychology, The Naropa Institute. Ms. Howard continues to study Gaqaku with both Togi, Sensei and Aravane Hayashi. She is currently the head of the Nalanda Gaqaku Society in Boulder.

Victoria Howard A graduate of Barnard College of Columbia University, The University of Florida, 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 Sandoe House in Boulder and Tennesse House in Wheat Ridge.

Margot Iseman LPC., B.A., S.U.N.Y., Literature; M.A. in Dance Movement Therapy and Certification in Dance Movement Therapy from the Naropa Institute; Certification in Body/Mind Centering, from Bonnie Bainbridge Cohen; 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 College. She is presently an adjunct faculty at Naropa in InterArts, Somatic Psychology, Religious Studies, and Early Childhood Education. In addition, she is a certified drug and alcohol counselor with a private practice in body centered psychotherapy.

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 works 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 its 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 is Director of the 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. Syracusa University, Accounting; M.A. University of Wisconsin, Sociology; is president of Fion 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. Giovanna Johnson is currently completing her master's degree in Buddhist Studies at the Institute. She has been a student of Chogyam Trungpa, Rinpoche, since 1972, and has been engaged in the study and practice of meditation for over 20 years. She is an intern, meditation instructor, and is in training to become a meditation instructor. She has taught meditation programs to a variety of subjects. She brings to her teaching the experience of many years in business, and in raising a family.

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. K. Katzmann is founder and President of Juniper Partners and has been involved with the long-term
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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. In 1986 she worked for the Oregon Department of Education. While employed with ModaCare, 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. A licensed psychologist and marriage and family therapist, Christina has been a practicing psychotherapist for 15 years in California and Colorado. She maintains a private practice in Boulder, Colorado, where she sees adults, young adults, and couples in individual, relationship, and group therapies and facilitates The Mentoring Project, a specialized five month program for achievement, self-esteem, and resource development. She is also involved in ongoing research at the University of Colorado in self-esteem issues for graduate women in science, engineering, and business. In addition to her clinical teaching, and research work, Christina has a special interest in the field of Ecopsychology.

Terry Keepers Ph.D., Case Western Reserve University, 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.

Denny Ketcher has been a management consultant for over 20 years. She brings to businesses and organizations an experienced and inquisitive talent for analyzing and solving a variety of management problems. She combines her clinical psychology and business background in consulting, graduate teaching, supervisory, and management training, in such areas as communication, conflict resolution, team-building, leadership, and stress management. She is currently writing a book entitled, I'm Juggling As Fast As I Can: Managing Stress, Avoiding Burnout, and Achieving Balance.

Shelley Kessler Called by the New York Times a "leader in a new movement for emotional literacy." Shelley Kessler currently leads workshops for educators and consultants 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 Wheatridge, Colorado in 1978 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 Kiley has been studying African Dance for 17 years in Colorado, New York, France and the Ivory Coast, where she lived and studied Les Guirigos National Dance Company. She has had the honor of studying the dances of Senegal, Guinea, the Ivory Coast, Ghana, Benin, Nigeria, the Congo, Haiti, Brazil and Cuba, all with people indigenous to each country. She teaches and performs throughout Colorado and has been the principal dancer and Director with Témente, a multiracial, multigenerational African Deum and Dance Ensemble since 1990.

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 have been unique in their warmth, humor and craft. Lande has performed throughout the world with Jan Garbarak, Paul McCandless, Gary Peschock, John Abercrombie, Bobby Hutcherson, Joe Henderson, and others. He is well known for his innovative approach to teaching piano, improvisation and ear training.

I Made Lasmanwani 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 Kejar (Conservatory Karawitan) and continued his studies at Academy of Indonesian Traditional Music (ASKI) in Central Java. In 1988 he received his degree and became a full-time instructor at ASKI. Lasmanwani has traveled throughout the world teaching and performing with his wife Yuni Lasmanwani. In the U.S., he has taught at San Diego State University and Colorado College and currently leads the Denver-based Gamelan Tunas Mebor.

Adwoa Lemiouera M.A. Dance Therapy, The Naropa Institute, began studying contact improvisation in 1981. Her interest in the pure physical engagement and the process of interpersonal connections lead her to pursuing an M.A. degree in dance therapy from the Naropa Institute. For the past six years, she has been teaching contact improvisation as an adjunct faculty member in the Movement Studies Department at the Naropa Institute. Adwoa has taught at the University of Colorado, the University of Utah, the Naropa Summer Institute, and privately. Adwoa was the director of the Naropa Summer Dance Program from 1990-92 and 1995. She continues collaborating, performing, and teaching within Colorado and throughout the U.S.

Bernie Marek M.F.A. University of Wisconsin, studied at the Edinburgh College of Art and trained in Gestalt expressive therapies at the Pellini 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 is also administrative director of the Association for Somatic Psychology. She is currently teaching the staff for B.E.F. 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 Naropa Institute in advising, admissions and teaching. Whatever work she does, the context of exploring consciousness, through meditation, study, active imagination, writing, conversing accompanying, being.

Nancy Maxson, a Colorado native, has been a life-long student of the world's religious traditions. Her travels throughout Europe, India, China, and Japan have guided her personal interests in religious diversity and helped shape her current doctoral work at the University of Denver on strategies for life-affirming responses to religious plurality in America.

Janet McAlpin completed two years of movement training at the school of Jacques LeCoq in Paris, France. Janet has taught physical theater, masks, Buffon, and clowning for the last nine years. She has created and directed theater with UMO Ensemble since its founding in 1989 and is currently working on a new piece with all the masks stripped away and just the body to tell its story.

Ernest McCoy M.S.W., Atlanta University, is a Gestalt therapist who has studied with Jack Mullgren, Jim Simkin, Ery and Miriam Polster, Isadore From, Gertrude Krause, Ed Nevis and Joseph Zinker. In addition to his M.S.W., Ernest holds a B.A. in Music and a B.Mus. in Composition. 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.
Part-time Faculty

Carol Lynn McDowell
B.A., Bennington College, Choreography/Theater Design, has collaborated as a performer and lighting designer with numerous experimental artists including Kei Takei, Tim Miller, Yoshiko Chuma, Pouch Kaye, and Karen Finley. In 1985 she received a Bessie Award for her "architecture of sight." Her experimental dance/performance works have been commissioned and presented in many major cities in the U.S. and abroad. In 1986 she was awarded the Djerassi Artists Residency Program award for her work as a founding member of the Mariposa Collective. She has been a guest instructor at several dance festivals and colleges including the Dance Weeks of Vienna, Movement Research in NYC, and the NYU Experimental Theater Wing.

Jenny McKillop M.A., is a psychotherapist in private practice in Denver, who specializes in trauma-based therapy. She graduated from Boulder Graduate School in 1989. After training in trauma therapy with Dr. Dean, 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 was a student of Charlotte Joko Beck, Zen Center of San Diego, since 1983. He currently serves as Vice President for Academic Affairs at The Institute.

Rick 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 explored its impact on his work as a teacher, wilderness leader, Outward Bound director, corporate trainer, consultant, and founder of Outdoors Leadership Training Seminars, training facilitators to lead transformational experiences in the outdoors.

Mukara Meredith M.S.W., West Virginia University, is a certified Hakomi Therapist as well as a Trager Psychophysical Integration practitioner and teacher. Mukara is also a Buddhist practitioner and integrates somatic and spiritual psychology in her private practice and group work.

James C. Mertz M.S., University of Northern Texas, Studies of Aging; B.A., Worthburg College, Psychology/Sociology; A.A. Des Moines Community College, Health Core Administration, has worked as a Long Term Care Administrator with the Evangelical Lutheran Good Samaritan Society since 1978.

Stephanie Mines Ph.D., works at the cutting edge of body-centered, expressive and holistically-oriented psychotherapy for the treatment of trauma and abuse. A 20-year-long practitioner of Jin Shin Jyutsu, Dr. Mines also offers Craniosacral therapy in 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 New World Library.

Kekuani Minton MBA Maharishi International University, Ph.D. (candidate) Clinical Psychology, Union Institute, is an instructor of Hakomi Integrative 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 Veda monastery.

Cynthia Moku Studied at University of New Mexico, Eastern New Mexico University, San Francisco Academy of Art. Cynthia founded the Vajra Arts Institute. In 1973 she became a student of Kyabje Katu 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.

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; and a managed care corporation. She maintains an active practice in which she integrates the wisdom of both Western and Eastern traditions.

Polly Motley M.A., University of Colorado, has trained in classical ballet, modern, jazz and improvisation as well as yoga, contemplative dance ethology. Her work focuses on creative process, body mechanics and integration, and the interactive relationships of video, projected images, and performance. Her works with New York image-maker Molly Davies are concerned with the transformation of performers and context: setting and setting, theatrical lighting, and projected images. Motley has collaborated with dancer 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 Venice 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 Oranda, Association for Holistic Health in 1977. He is a psychotherapist, process group leader, writer, and group leader who has been committed to mediation practice for 25 years and body/mind therapy for 20 years.

Joshua Mulder, California Institute of the Arts; graduate study at the University of Colorado; Mulder studied visual drama with Chogyam Trungpa Rinpoche; thanks painting with Sherab Palphen Beru and Tenzin Rongpa; mask and construction with Yonga Rinpoche and art with Chagdud Tulku Rinpoche. He is the Art Director for the Great Stupa of Drmarakaya, which is under construction at the Rocky Mountain Dharma Center.

Michael Newhall B.S., University of Wisconsin, M.F.A., School of the Art 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., 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 led her to work with the Regional Society of Jungian Analysts 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, addiction and creativity, 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 for the art therapy program at Naropa, Dr. Oatman conducts workshops and offers classes on natural media, expressive arts practices, yoga, and conducts art classes and art therapy from her "Room for Art" studio.

Paul Octri 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 Spanier Dance Theatre of Colorado, performing and teaching nationally and internationally over the past 20 years. He has taught at The Naropa Institute since 1974 and also teaches currently at the Boulder School of Massage.
Part-time Faculty

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 inpatients. 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 training in Germany and the U.S., is writing the Hakomi Bodywork Manual, and maintains a private practice.

Liv Ophelm B.S., Bergen Technical College (Narux), 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 several of people’s stories. She works at the American Indian Science and Engineering Society.

Charles Patterson M.S., Ph.D. cand. University of Colorado has worked since 1978 as a teacher, geologist, 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 Krocuc, Fall semester 1994. Recent shows of her work have been in Columbus and Cleveland, and her writings have appeared in Transfer and Teachers & Writers Bi-Monthly.

Deb Piranian, M.A., (Transpersonal Counseling Psychology, Art Therapy, The Naropa Institute; Ph.D., University of Washington, Slavic Linguistics), is a psychotherapist in private practice and a course director for the Colorado Outward Bound School, specializing in wilderness therapy. Deb teaches Multicultural Issues in Art Therapy.

Byron Plumer Ph.D., The Union Institute, Spirituality and Nonviolent Social Change, MA, St. Louis University, Mental and Pastoral Theology. Dr. Plumer is an educator and nonviolent social activist. He is a staff associate with the Conflict Center teaching conflict management at all age levels. He is also an instructor 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 Rishwan 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 Gestalt 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 School 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.

Rev. Roy Richley, a Disciples of Christ clergy, is director of Pastoral Care and Chaplaincy at the Mental Health Institute at Fort Logan, Denver, where he serves as an on-call supervisor of CPE interns. Richley is the president of Rocky Mountain Pastoral Care and Training Associates, an Association for Clinical Pastoral Education supervisor, a fellow in the College of Chaplains, a member of the American Association of Mental Health Clergy, and a diplomate of the College of Pastoral Supervisors Psychotherapists.

Claire T. Riley M.S., State University of New York, has a degree in psychiatric nursing and has worked in the field of health care and health education for 25 years. She is a mediator and coach for the Mediation Training at CDR and is a Patient Representative at Boulder Community Hospital.

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 personal 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 College. She is currently the Research Director of the MacArthur Longitudinal Twin Study, a large investigation of early childhood development. Her interests are in the area of applied child development research.

Diane Rudine B.A., Colorado University; M.A., University of Northern Colorado; M.A., The Naropa Institute, Contemplative Psychotherapy, is working on an doctoral dissertation at the University of Colorado in counseling and guidance. She specializes in communication and language, having studied the work of Dr. Mildred Erickson for the past seven years. She has worked for the Boulder Mental Health Center and maintains a private practice.

Laurie Rogenstein 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 training and changing circles, and plays electric bass with the Crystal Swing Band.

Valerie Sanford, a student and practitioner of the Shambhala and Buddhism. She has been a student at Shambhala and Buddhist centers in the United States and Canada. She attended Ohio University, Universidad de las Americas in Cholula, Mexico, and The Naropa Institute.

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 Warsaw, 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 books are Spiritual Intimacy and Paradigm Shift. In 1989 Rabbi Schachter founded the Spiritual Eldering Institute to meet the needs of the currently shrinking generation of our life histories and life matters immensely and every well lived and completed life helps in healing the world. A new book on spiritual eldering is forthcoming.

Bill Schefel B.A. San Francisco State; MFA in Writing and Poetics from The Naropa Institute. Bill has taught Shambhala Training for 16 years. He writes poetry, plays, and teaches creative writing in the Boulder community.
Part-time Faculty

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 insight-oriented techniques. Mary uses 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 Tibetan Buddhism since 1976, and received her M.A. degree in Buddhist Studies in 1991. She has served as director of the Institute's Study Abroad program, and in addition to her adjunct teaching, serves as the Religious Studies department administrator.

Alexandra Shenpen, B.A. Naropa Institute, M.A. Lesley College, Ph.D. Union Institute, has been teaching at the Institute in the areas of social ethics, cultural studies, psychology, meditation, and Space Awareness practice.

Kanjuro Shibata, Sensai XX is the twentieth generation headmaster to the Emporium of Japan and one of the foremost living kyudo masters. In 1981, at the invitation of Chiogyam Trungpa Rinpoche, Shibata Sensai visited the United States to instruct students in kyudo, the ancient contemplative practice of Zen archery. Under Sensai's direction, the Ryoju 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 therapist and a family therapist in private practice specializing in 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.

Ivy Sigel  Pcy. D., California School of Professional Psychology, is currently employed at Denver Children's Hospital where she specializes in individual and family therapy with emotionally disturbed children. Ivy has worked actively with a variety of populations in the mental health field for the past 8 years.

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 faculty member since 1978, co-directed the Maori Space Awareness program in 1984, and is currently providing organizational consultation 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 treating adult survivors of incest and sexual abuse. Ms. Smith has written on "Sibling Incest," and is publishing an article on Sexual Abuse Allegation Incest of Divorce and Custody Proceedings.

Rodney Smith has been practicing Vipassana meditation for 21 years, both as a Buddhist monk in Asia and as a layman in the West, and has taught meditation in the U.S. for 10 years. He and directs a program of hospice care in Seattle.

Shana Stanberry  Ph.D., Boston University, is a licensed psychologist with 18 years experience in private practice. She was a research and psychologist at the Northwest Family Health Center in Boston. She is a psychoanalysis trainer, bridging psychology and spirituality.

Julian Stollmeyer  M.A., The Naropa Institute, Counseling psychology, 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 therapeutic developed by Dr. Edward Podvoll. He has been an adjunct faculty member at Naropa since 1987.

L.S. Summer has been a practitioner of Mudra Space Awareness for over six years. She has worked with Lee Worley as a teaching assistant for three years at The Naropa Institute. Additionally, Ms. Summer has studied a variety of classical and modern dance forms and has worked as an actress and stage manager at the Cleveland Public Theater for five years.

Nora Swan-Paster 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 childbearing issues. She believes these transitions represent a living metaphor for personal growth and awareness. Along with a private practice, integrating art therapy and Jungian dream analysis, she is performing research with high risk pregnancies at Presbyterian/St. Luke's Medical Center in Denver. Nora coordinates the Thesis/Grant component for the Art Therapy program.

Jed Scott Swift M.A. Jed is an adjunct faculty member at Prescott College in Arizona and Antioch University in Ohio. The courses he has taught include; Ecopsychology & Rites of Passage, Transpersonal Psychology in the Wilderness and Deep Ecology. In addition, Jed is the co-director of Earth Rites, Inc. of Denver, a non-profit educational organization which, since 1981, has offered empowering wilderness rites of passage and renewal programs and adult conferences. Jed is also the national conference organizer and consultant who helped create both the Voices of the Earth conference in Colorado and the Sacred Earth/Sacred Self conference in Arizona.

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 the environmental state. This inquiry is inspired by the Taoist teachings of Oriental medicine and tribal approaches to healing from around the world.

Steven Taylor has toured internationally as a musical arranger and performer with many renowned artists including Allen Ginsberg, Judy Collins, Andre 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 also is editorial assistant for the international journal, Ethnomusicology.

Bruce Tift  B.A. Swarthmore College, 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 of 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.

Rabbi Mordecai Twersky  D.Dio., Yoshua M'Kor Chain in Brooklyn, is a rabbi and Dean of Talmudic Research Institute, which was founded by his father. He was born and raised in Denver. Upon the passing of his father, he was invited 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 Yisrael Baal Shem Tov, the 18th century founder of Chassidic thought.

Helena Cooper Unger  B.A., Sheffield College of Education, England; M.A., The Naropa Institute, Contemporary 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 The Center for Modern Psychosyntactic Studies as well as her private practice.

Robert Unger  M.S.W., Hunter College of Social Work, Ph.D. candidate, Counseling and Guidance, U. of Colorado, in Colorado licensed social worker and alcoholism counselor. He is currently in private practice and a faculty member of the
Part-time Faculty

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, studied 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 Laban's 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 10 years.

Jean Claude vanfalle's over thirty works include the award winning American Harrow, ensemble plays The Serpent and The Tibetan Book of the Dead, Ancient Boys, The Traveler and widely produced versions of Chakov's four major plays. An early LaMama playwright, he was also playwright of the Open Theater, nucleus of the Off Broadway movement. He has taught playwriting and performance at Yale, NYU, Princeton, Columbia, Amherst, and led workshops in the Healing Power of Theater at Omega Institute, The Open Center in NYC, InterArts Boston.

Clarke Warren has studied Far Eastern philosophy, religious studies, and Tibetan language at the University of Colorado and The Naropa Institute. He has practiced Tibetan Buddhism for the last 26 years and travels widely, teaching meditation and topics in Tibetan Buddhism for meditation centers. Clarke has been an adjunct faculty member at the Institute since its inception in 1974, and for the last three years he has directed The Naropa Institute's Study Abroad Program in Nepal. He is a director of Friends of Sumang, an aid program in Eastern Tibet, and is a member of the Nalanda Transmission Committee.

Philip Weber M.D., University of Washington, served as a medical consultant with the Berkeley Community Clinic, the East Bay Health Alliance, and Clinical Oakland, California. He has taught preventive medicine at the University of Colorado Student Health Service, is studying Tibetan medicine with Dr. Yesho 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.

Jane M. Wells J.D., Ph.D., is a clinical psychologist licensed in Colorado and California, conducting psychotherapy with adults, adolescents, children, and couples, and performs psychological evaluations in custody, criminal, and civil cases.

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 postgraduate training at the Colorado Institute for Marriage and the Family. He worked for Boulder County Mental Health Center for ten years as well as Maithri Psychological Services, working with the chronically mentally ill, adults, families, couples and children. He went on to earn a Bachelors 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 a doctorate in oriental medicine and teaches Tai Chi Chuan at his school in Golden, Colorado.

Lola Wilcox, M.A., Medieval Literature, M.A., Agency Counseling, and Certification in Organization Development and Small Group, Myers-Briggs, and Psychodrama, is currently a Senior Consultant, Organization Development, at Public Service Company of Colorado (Utility); and Co-owner of White Raven Consulting. She specializes in conflict management, strategic plans and large system change. Lola's philosophy is to begin where the client is, contract clearly, focus with love, and pay attention to integration.

Karen Wilding 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 has a private practice.

Hiromi Onishi Wiener, Sensei M.A. University of Colorado, studied Chado (the Way of Tea) and Ikobana while growing up in Kyoto, Japan. She studied the Urasenke School of Tea with the past Soya Kanazawa Sensei, a Gyotei, and has been teaching Chado since 1983. She studied Ikobana with Systo Yoshimoto Sensei, one of the most renown teachers in the Misato-Nakayama-Bunpo School. She holds teaching certificates for both Chado and Ikobana.

Lucien Wulkin has served as Chairman of the Board of Trustees at The Naropa Institute since 1986. Mr. Wulson is a former President, C.E.O. of Baldwin Unital 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 a master's degree in ethnomusicology, where he researches 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 enthusiastic and innovative approaches to teaching this music to Western students. He is also co-director of the Chiwato Marimba Ensemble in Boulder.
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