Academic Calendar 1997-98

Fall Semester 1997

New Student Orientation & Registration ........................................ August 25-29
Labor Day Holiday (no classes, offices closed) ................................ September 1
First Day of Classes ................................................................. 2
Convocation ................................................................................. 4
Last Day to Drop Courses without Financial or Academic Penalty .... 10
Last Day to Add Courses (Except Workshops) ......................... 10
Last Day for All Students to Pay Tuition & Fees ...................... 19
Last Day to Apply for Graduation ............................................... 25
Last Day to Withdraw from Courses ........................................... October 10
Community Practice Day ............................................................. 21
Spring Preregistration for All Returning Students ...................... November 17-21
Thanksgiving Holiday (no classes, offices closed) .................. 22
Last Day of Classes ................................................................. December 15
Make-up Days ............................................................................. 16-17

Spring Semester 1998

New Student Orientation and Registration ................................. January 13 - 16
Martin Luther King Holiday (no classes, offices closed) ............... 19
First Day of Classes ................................................................. 20
Last Day to Drop Courses without Financial or Academic Penalty .. 28
Last Day to Add Courses (Except Workshops) ......................... 28
Last Day for All Students to Pay Tuition & Fees ...................... February 6
Last Day to Apply for Graduation ............................................... 13
Shambhala Day ......................................................................... 27
Last Day to Withdraw from Courses ........................................... 27
Community Practice Day ............................................................. March 10
Spring Break ............................................................................. 23 - 27
Summer & Fall Preregistration for All Returning Students ........... April 13 - 17
Last Day of Classes ................................................................. May 11
Make-up Days ............................................................................. 12 - 13
Graduation ................................................................................. 16

Summer Session 1998

Academic Program Session ......................................................... June 1 - July 24
Continuing Education Summer Session .................................... June 15 - July 24
The Naropa Institute

A Contemplative College of the Arts and Humanities

1997-1998 Degree Course Catalog

Please direct all correspondence to:
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The Naropa Institute
2130 Arapahoe Avenue
Boulder, Colorado 80302-6697
(303) 444-0202
Website Address: 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.
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;

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 hesitation and resistance to being present. Faculty have been inspired to develop contemporary awareness disciplines with their own specific fields of study. All awareness training stabilizes the mind by bringing the wandering attention back to the present moment.

2. **Foster a Learning Community**

Education is not just an individual endeavor. Effective learning and understanding is gained not in isolation or purely out of the classroom environment. Rather, it is derived from, and enhanced by, the "practice" of learning (and teaching) in the context of ordinary life and relationships with others. As a community we aspire to join heart and mind in whatever we do. This environment provides a personal and challenging atmosphere for study. Students (and all others) are therefore encouraged to engage with the community to test the theoretical quality of learning in their immediate environment and to achieve greater understanding through perception of, and feedback from, the everyday world—to practice what is thought to have been learned.

On an institutional level, the Institute could encourage and develop those ideals and forms which lead to an effective but gentle community of learners. Deep understanding of self naturally gives rise to understanding of, and then empathy for, others. In such an atmosphere, all who participate can begin to uncover their wisdom and heart.

3. **Cultivate Openness**

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

Openness and respect for one’s immediate experience—the willingness to see clearly and openly acknowledge one’s direct experience, which includes one’s own sense perceptions and state of mind in the present moment, as fertile ground for a genuine educational process. Many individuals possess anxiety regarding their experiential process. This can result in an attempt to avoid, deny, or manipulate the inherent integrity and directness of experience. This quality involves developing a clear, accurate, and open-ended relationship to one’s experience, providing the necessary foundation for the 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, including 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 includes a 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 an understanding of 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, and 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 own context, without subsuming them into one's value system, and 2) seeing the way in which such
Mission

impartial appreciation of the variety of the world enriches one's own life and enables one to respond resourcefully.

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

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

4. Buddhist Educational Heritage

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

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

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

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

5. World Wisdom Traditions

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

6. Non-Sectarian and Open to All

The cultivation of mindfulness and awareness is a natural discipline which has been taught in many traditions throughout history. Meditation and contemplative practices have always been valued, not as religious experiences per se, but as tools to stimulate discovery and self-discovery. Historically, Buddhist education is marked by a spirited interchange among persons of diverse views and traditions, provoking a greater understanding of the breadth of human experience. Inspired by this heritage, the college 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 750 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, 25 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 discipline within a specific field of study; and to nurture the desire to contribute to the world with understanding and compassion. In this way students are prepared for the constant challenges and rapid change of modern society.

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

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

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

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

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, Chogyam 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 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 M.F.A. program in Writing and Poetics, March 1 is the date of equal consideration for Summer and Fall semesters, and November 1 is the date for Spring semester admission.

Application Fees

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

Tuition Deposit

Once a student is accepted, a non-refundable, non-transferable deposit of $250 must be paid by the deposit deadline to reserve a space in the program. This 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
- 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 Art and Writing and Literature. 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 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 designed 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 (PND 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 30 credits may contact the Office of Admissions for further information on the Portfolio Process. A maximum of 30 semester credits can be earned through Portfolio Process.

3. Courses from Vocational/Technical Schools
Applicants may wish to receive credit for work done at vocational and/or technical schools, including certified massage schools. Transcripts from vocational and technical schools will be reviewed along with other application materials. In some cases, the Admissions Office may require a catalog or other literature from the school in question. A maximum of 10 semester credits may be transferred in through this process.

4. Courses from Non-accredited Institutions of Post-Secondary Learning
Courses or workshops taken for credit at institutions of post-secondary learning—holding neither regional accreditation nor candidacy for accreditation—are reviewed as non-traditional credit. Students interested in this type of credit review must provide an official transcript, as well as a catalog or materials verifying that the school is recognized as a post-secondary institution by a state, federal or regional agency, plus verification of any specialized accreditation. A maximum of 10 semester credits can be transferred through this process.

B.A./M.A. Program Admission

Prospective students who have 90 or more undergraduate credits from outside Naropa 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. degree.

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

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

Four programs do not participate in the B.A./M.A. option: Contemplative Psychotherapy (M.A.),
Admissions

Traditional Eastern Arts (B.A.), Transpersonal Counseling Psychology (M.A.; all tracks), and Writing and Poetics (M.F.A.).

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) 546-8578 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., Gerontology and Long-Term Care Management**

In addition to a B.A. degree, applicants must show considerable maturity and strong motivation for improving long-term care services for elders and others with disabilities. Some prior experience, paid or volunteer, in elders services or long-term care is strongly recommended. There are no specific course prerequisites for the program.

Application files will be reviewed for evidence of aptitude for developing financial and human resource management skills, as well as an appreciation of issues facing the elderly and others with disabilities requiring long-term care services. Those selected will be asked to come to the Institute to participate in both a small group interview with faculty and other prospective students, and an individual interview with program faculty. These interviews are required of all applicants who are being considered. Overseas students may, at their expense, substitute a phone interview.

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

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

Selected students will be asked to come to the Institute to participate in a small group interview. This is required for all applicants who are being considered. Applicants from overseas may, at their own expense and at the discretion of the faculty, substitute a phone interview for an on-campus interview.

**Somatic Psychology**

Both the Somatic 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., Somatic 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., Somatic Psychology: 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.
Admissions

3. Intermediate level competency in modern dance technique and/or a maturity with integrating body and spatial awareness.
4. In-depth experience with improvisation and exposure to composition, performance, dance history and choreography.

M.A. Transpersonal Counseling Psychology
Prerequisites:
1. Completion of undergraduate coursework in introductory abnormal psychology and theories of personality.
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 Theories of Personality (3 credits).
2. Fifteen credits of studio art classes, including basic drawing, painting, and sculpture. Applicants must submit the application form with a 20-slide portfolio representing work in a diverse selection of media: painting, drawing, 3-dimensional, etc.
3. Prior work experience in a clinical setting is recommended; experience in working with others is essential.

Music Therapy Concentration

Applicants must meet the criteria for the M.A. Transpersonal Counseling Psychology program, complete the stated academic prerequisites, and meet 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

In addition to the standard application process, graduate admission requirements include:
1. A strong background in literature.
2. 15 pages of original poetry or 30 pages of original prose fiction, typewritten.
3. An on-campus or phone interview with one of the faculty members is recommended but not required.
4. The M.F.A. Program Application Essay. (This is in addition to the Statement of Interest required by the Institute.)

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 1997, 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 bank statement from whomever will be providing support and/or a letter from a government or private foundation which is providing support stating the amount of aid. Estimated living expenses (not including tuition) are $9,000 for a nine-month academic year.
3. The Admissions Office receives the following information about the applicant and for any dependents (spouse or children) that may be accompanying the applicant: first and last name, birth date, country of birth and country of citizenship.

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

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

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

**Documentation of English Proficiency**
Applicants who are citizens of a country in which English is not the primary language must send documentation of English proficiency in order to be admitted to the Institute. Proof may include the results of the Test Of English as a Foreign Language (TOEFL). TOEFL scores are required of an applicant when other evidence does not clearly establish English proficiency. It takes approximately four to six months from the time the applicant first contacts TOEFL for registration information to reach our Admissions Office and we receive TOEFL scores. Applicants who take the exam in Europe (including Cyprus, Great Britain, Iceland and Turkey) should write to: CITO TOEFL, P.O. Box 1203, 6801 BE Arnhem, Netherlands, or phone (609) 882-6601 to locate the nearest TOEFL center. Applicants should request that scores be sent directly to The Naropa Institute (School Code: 3342).
Tuition and Fees

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

The following tuition schedule applies to students entering for Summer and Fall of 1997 and Spring 1998. Please contact the Admissions Office for current fee information.

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

TUITION PER CREDIT HOUR
Undergraduate Credit $360.00
Graduate Credit $381.00
Out-of-Residence $185.00
(in addition to instructor payment)
Audit $25.00
(full-time program students only)
Portfolio Credit $110.00
Special Student Status $75.00
Non-Credit (see continuing education catalog)

*New Students are all students admitted to Naropa as program students for Summer 1997, or later. The New Student rate also applies to all former program students who were not enrolled or on an approved leave of absence in the Spring semester, 1997. Please refer to the Student Handbook for more information.

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

MANDATORY FEES
Program Student Registration $250.00
(per semester, for Fall & Spring semesters)
Bus Pass (RTD Eco-Pass; per semester) $29.00
(subject to change by RTD)
Summer Registration Fees:
5.5 credit hours or less $55.00
6.0 credit hours or more $110.00

LATE FEE
Late Tuition Payment (1-7 days late) $50.00
(8-14 days late) $75.00
(15-21 days late) $100.00
(over 21 days = disenrollment)
Tuition Deferral Fee $50.00
Late Application for Graduation $15.00-$105.00
(see The Naropa Institute Student Handbook section on Graduation Procedures)
Writing Proficiency Assessment Late Fee $40.00

OTHER FEES
Change in Course Status $30.00

Duplicating Student Files
(for outside agency) $30.00
(for students) $15.00

Cost of Programs

These figures are based on 1997-98 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). These are the rates for new students.

Undergraduate

One-Year Certificate Program
Tuition (30 credits) $10,800
Fees for 2 semesters 558
Total cost for 1-year program $11,358

Bachelor of Arts Program
2-Year Program (entry as Junior)
Tuition (60 credits) $21,600
Fees for 4 semesters 1,116
Total cost for 2-year program $22,716

3-Year Program (entry as Sophomore)
Tuition (90 credits) $32,400
Fees for 6 semesters 1,874
Total cost for 3-year program $34,274

Graduate

Master of Arts in Somatic Psychology
Tuition (60 credits) $22,860
Fees for 5 semesters 1,396
Total cost for 2-1/2-year program $24,255

Master of Arts in Buddhist Studies
Tuition (60 credits) $22,860
Fees for 4 semesters 1,116

Intensive Meditation Program
(Dathun, paid to retreat center, estimate) $1,000
Total cost for 2-year program $24,976
One additional credit for language concentration.

Master of Arts in Dance/Movement Therapy
Tuition (60 credits) $22,860
Fees for 5 semesters 1,396
Total cost for 2-1/2-year program $24,255

Master of Arts in Gerontology and Long-Term Care Management
Tuition (50 credits) $19,050
Fees for 4 semesters 1,116
Total cost for 16-month program $20,166
### Tuition and Fees

**Master of Arts in Transpersonal Counseling Psychology**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Tuition (60 credits)</td>
<td>$22,860</td>
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<tr>
<td>Fees for 5 semesters</td>
<td>$1,395</td>
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<tr>
<td>Total cost for 2-year program</td>
<td>$24,255</td>
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*Students are responsible for the additional expenses incurred through the mentorship aspect of the program.

**Master of Fine Arts in Writing & Poetics**

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### 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, withdrawal, and refund policies.
Financial Aid

The Naropa Institute makes every attempt to assist students who do not have the financial resources to accomplish their educational objectives. 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 receive financial assistance in the form of loans, student employment, scholarships and grants. Funds for scholarships and grants are limited, therefore the largest percentage of aid received by students is in the form of federal loans.

Institutional Scholarships For Degree Students

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 as determined by federal and institutional assessment methods. 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 two outstanding undergraduate music students. Each student is 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. Materials should be submitted to the Financial Aid Office.

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

The Martha Bonzi Scholarship
For entering M.A. 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. This scholarship is awarded based on an assessment of the admissions application. No separate scholarship application is required. You must however, as with all scholarships, apply for financial aid by completing the FAFSA or international student application.

The Hiro Yamagata Scholarship
The Hiro Yamagata Scholarship is an award of $2,500 presented each year to an incoming Writing and Poetics M.F.A. student of ethnic or racial minority background who demonstrates creative and academic excellence in his or her admissions application; no separate application is required. If you wish to be considered for this scholarship, please include a brief statement to this effect with your application. Be sure to fill in the ethnic background section of the admissions application. Indicate if your background is other than the ones listed.

The Jim Spearly Memorial Scholarship
Awarded by the Gerontology and Long-Term Care faculty each year to a student who is accomplishing and exemplifies the vision and goals of the Gerontology and Long-Term Care program. The award is for $1000. Please contact the Gerontology Department for more information.

The Jessica Maxwell Memorial Scholarship
The Jessica Maxwell Memorial Scholarship is awarded to a Writing and Poetics B.A. student who has completed at least one full semester and who shows academic excellence, open-mindedness, generosity, and a concern for environmental issues. It is a $1,000 award credited toward tuition. Application requirements: 10 pages of current creative work (poetry or prose), 1 academic research paper or essay of 7-10 pages (papers written for Naropa classes are acceptable), and a personal statement of social or environmental activities and/or service work performed.

The Jack Kerouac Scholarship
The Jack Kerouac Scholarship award covers tuition for one session of the Summer Writing Program. It is awarded to one Naropa Writing and Poetics second-year M.F.A. prose student during each Spring semester. To apply for the scholarship please submit a one-to-three page personal letter describing your financial needs, activities within the Writing and Poetics Department and the Institute, recent professional accomplishments including publication, and current literary and cultural projects and involvements.

The Ted Berrigan Scholarship
The Ted Berrigan Scholarship award covers tuition for one session of the Summer Writing Program. It is
awarded to one Naropa Writing and Poetics second-year M.F.A. poetry student each Spring semester. To apply for the scholarship please submit a one-to-three page personal letter describing your financial needs, activities with the Writing and Poetics Department and the Institute, recent professional accomplishments including publication, and current literary and cultural projects and involvements.

The President's Leadership Scholarship
This scholarship is available to outstanding degree-seeking undergraduates who have been in their program for the equivalent of at least one year. Funds for this scholarship are raised in May in a special fundraising event led by the President of Naropa. The application materials for this scholarship are due on April 1. Recipients and amounts awarded are announced in May, after the fund-raiser. In order to apply, applicants must be full-time, degree-seeking undergraduates who have attended Naropa for at least one year. In addition applicants must: (1) Submit a resume, cover letter and letter of recommendation from faculty, staff, advisor, SUTNI member, or supervisor. (2) Have applied for Financial Aid; by completing the Free Application for Federal Student Aid or the International Application if applicable, the application must exhibit financial need. (3) Have a G.P.A. of 3.0 or higher from study at Naropa. It is not necessary to submit a transcript. (4) Submit a 2 page essay which describes (a) outstanding leadership and service activities in the community at large or in the Naropa Community (examples include but are not limited to: work experience, volunteer work, SUTNI work, fieldwork, internship) and (b) evidence of one's dedication to course of study and/or a vision for the future application of the Naropa education. The top candidates will have a personal interview with John Cobb, the President of the Naropa Institute. Please submit all application materials to the Financial Aid Office no later than April 1, 1998.

Merit Based Scholarships For Entering Students
These scholarships are available to entering students in all programs. Merit scholarships range from $500-$2000 per year and 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. You must be accepted into your program before you may be considered for this scholarship.

Honor Scholarships for Continuing Students
Offered to approximately 25 outstanding graduate students in degree programs. Honor Scholarships range from approximately $2000 to $6000 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 at least half-time degree seeking students at Naropa at the time of application and must also have completed the equivalent of at least one year full-time study at Naropa. (2) Applicants must submit a resume and a letter of recommendation from a faculty member, advisor, SUTNI member or staff. (3) G.P.A. from study at Naropa must be 3.5 or higher. (4) Applicants must submit a letter of application/essay (5 pages maximum) which articulately describes several or all of the following: (a) one's personal journey to the Naropa Institute and path encountered while a student here. If applicable, can include evidence and discussion of transformation and connection and/or outstanding initiative and resourcefulness as well as obstacles encountered on one's path. (b) One's professional or academic accomplishments. (c) Activities and service to the community at large or the Naropa Community (examples include work experience, volunteer work, fieldwork, internship, work-study, SUTNI work, awards or honors received). (d) Dedication to one's course of study, and vision for the future use of the Naropa degree. Please submit applications to the Director of Financial Aid. The due date for the applications is April 1. Recipients are announced in early May. Money will be disbursed in the 97/98 academic year.

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 $7.00 per hour. The rate of pay increases to $8.00 per hour after the student has worked a total of 450 hours and to $9.00 per hour after the student has worked over 900 hours total. Positions announcements are posted on the job board outside the Student Services Office. Students receive a monthly paycheck for the hours worked each month. Although there is a large work-study program at the Institute, employment is not guaranteed for every student. Hiring is at the discretion of the area supervisor.

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
Financial Aid

student employment position. The pay scale starts at $7.00 per hour. The rate of pay increases to $8.00 per hour after the student has worked a total of 450 hours and to $9.00 per hour after the student has worked over 900 hours. Positions are posted on the job board outside the Student Services Office. Students may also contact offices and departments directly regarding possible positions. Students receive monthly paychecks for the hours worked each month. Although the Institute funds a large Student Employment program, employment is not guaranteed for every student. Hiring is at the discretion of the area supervisor.

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 $3,500/year
- Juniors and Seniors $5,500/year
- Graduate Students $8,500/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

Other Financial Resources

Financial Aid Programs for Undergraduate Students Only

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

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

Federal PELL Grant
This is a Federal need-based Grant for which students may be awarded anywhere from $400 to $2,700 for the academic year, disbursed in equal payments each semester.

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

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

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.

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

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

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 ACDDFA. Contact the InterArts Studies Dance/Movement Studies Department for more information.

Institute of American Indian Arts
Each year, the Summer Writing Program at Naropa works with the Institute for American Indian Arts in Santa Fe, NM to offer a Summer scholarship to one B.A. student from I.A.I.A. This student is chosen by I.A.I.A. faculty in conjunction with the Naropa Faculty. They receive full tuition for the Summer Writing Program for 6 B.A. credit hours as well as housing costs from mid-June to mid-July. For more information please contact Max Regan at (303) 546-3506.

Zora Neale Hurston Scholarship
Students for Ethnic Inclusion (SEI) work toward a more diverse Naropa student body. Through the organization of benefit readings and the sale of signed, first-edition books by Naropa faculty and associates, SEI raises money to fund the Zora Neale Hurston Scholarships. These scholarships are awarded to individuals from diverse cultural and ethnic backgrounds. They are chosen on the basis of exceptional literary merit and promise as well as financial need. Qualified applicants should contact the Department of Writing and Poetics to receive an application. A Zora Neale Hurston scholarship covers tuition and housing costs for one session of the Summer Writing Program (credit or non-credit). You need not be a degree-seeking student to apply for this scholarship.

Financial Aid For International Students

International students are eligible for Naropa Student Employment, the Naropa Institute Grant and Institutional Scholarships (see the scholarship section 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 which is available from the Admissions or the Financial Aid Office, 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 31 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.

Academic Year, Annual Basis
Financial aid is applied for on an annual basis, and awards cover one academic year only. Students must re-apply each year in the Spring for financial aid for the follow year. Please note deadlines in the following
Financial Aid

section. The academic calendar for financial aid purposes begins in the Summer.

How to Apply For Financial Aid - U.S. Citizens and Resident Aliens (If you are an International Student, please see the 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 1 for the subsequent academic year. Questions will be asked regarding income information 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 Admissions application must be complete 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 re-submit 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 estimated tax returns, you must send a copy of your tax returns with the SAR, to the Financial Aid Office.
The Financial Aid Office may request additional information if any information appears to be incomplete or conflicting.

4. Financial Aid Eligibility Letter
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 Financial Aid Quiz and Budgeting Worksheet
All students both new and continuing receiving financial aid are required to complete and return both the financial aid quiz and budgeting worksheet which were enclosed with the Financial Aid Eligibility Letter. You must complete this step before your loan application will be.

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 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. After 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 processor no later than this date to be considered for campus-based aid (Naropa Grant, Federal Perkins loans, Federal 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. New students applying for aid for the Spring semester should submit the FAFSA to the federal processor by October 1.

2. Verification and Supporting Documentation
As mentioned above 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 than 30 days 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 be guaranteed that loan funds arrive by the time tuition is due. Loans may, however, be applied for throughout the academic year, up until 4 weeks before the end of the academic year.

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

A student enrolled in a 1/2 time course load must complete at least 1/2 time course load per semester.

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

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

   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 will be placed 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

Repayment
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.

Refund
There are three different formulas which are used for students who are receiving federal financial aid. The first formula is the Institutional refund policy as
stated in the Finance Policies section of *The Naropa Student Institute Degree Student Handbook*. The second refund policy is the Federal Refund policy as outlined below. The third refund policy is the pro-rata refund which applies only to students attending the Institute for the first time. All returning students will be subject to either the Institutional or the Federal refund policy, whichever is in the student's best interest. A $100 administrative fee will be charged to all students who withdraw from the institute after the end of 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 80% of the semester. After 80% (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, 11 out of the 16 weeks of the semester were not attended. 11 divided by 16 equals 70% rounded up to 80%. The student is eligible for an 80% reduction in tuition charges. The new tuition charges would be 20% of the original tuition plus a $100 administrative fee.

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

Order of Refunds

Once the reduction in tuition is determined, the refund amount is returned in the following order:
1. Federal Unsubsidized Stafford loans
2. Federal Subsidized Stafford loans
3. Federal PLUS loans
4. Federal Perkins loans
5. Federal PELL grants
6. Federal SEOG
7. Other Federal Aid programs
8. Other state, private or institutional aid programs
9. The student

Please feel free to contact the Financial Aid Office with any questions or concerns, or if you need any additional information. The direct phone number to the main Financial Aid Office is (303) 546-3534.

Costs of Attendance

Tuition
Graduate tuition for the 97/98 academic year is $381/credit
Undergraduate tuition for the 97/98 year is $360/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.

Student Services

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

Finding Boulder

The Institute is approximately 25 miles northwest of Denver. From Denver take I-25 north to U.S. 36 (the Denver-Boulder turnpike). U.S. 36 becomes 28th Street. Turn left on Arapahoe Avenue, left on 20th Street, and left on Marine, where limited parking is available behind the Institute. Additional street parking is available in the neighborhoods across Arapahoe to the North. Public transportation by limousine or bus is available from Denver International Airport.

Community Services

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

Housing

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

The Boulder housing market is tight, so the more time students allow themselves to look for a place to live, the better. Plan to allow at least one month, if possible, 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 Resort, free of charge. The bus pass is paid for as part of the registration fee and received following tuition payment each semester. We also have a Community Bicycle Program which allows Naropa community members to borrow bicycles for up to a half a day for use around town.
New Student Orientation

Every Fall semester, a five-day orientation period precedes the first day of classes. New students are required to attend orientation. During this time, students are introduced to the faculty, administration, and returning students, and are oriented to the curriculum, facilities, and the philosophy of contemplative education. The Writing Proficiency Assessment is administered early each Fall and Spring semester, 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. Those students entering in the Summer will receive departmental orientations and are required to attend the Institute orientation in the Fall.

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 encourages 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. Students are also advised on how to do employment and scholarship searches via traditional means as well as electronic methods. Computer workstations are available for student use. 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 (SUJNI) coordinate activities such as on-campus dances and coffeeshouses, local hiking and biking excursions, and multiple opportunities to socialize within the Naropa community. Both offices provide logistical and budget support to student groups. 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 as well as mountain parks available to city residents.

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
Student Life

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. Coffeeshouses 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 Shunryu Suzuki Roshi, of the San Francisco Zen Center, developed a distinctive practice called “Maitri,” which helps practitioners develop greater self awareness of the five qualities described in the Mission Statement. This practice 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 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, stationery, snacks, 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, The Naropa Institute Degree Student Handbook, and The Naropa Weekly.

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, and Contemplative Psychotherapy. 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

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. All 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

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 he or she 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 she 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 = 0.0

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 the first semester—regardless of previous training. Each student must pass the Writing Proficiency Assessment before registering for more than 72 credits.
Academic Information

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

Minor
The minor field of concentration is designed to provide the student with experience in an alternative area of creativity or study. Nine semester credits within 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 shamatha/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 (8 semester credit hours)
Criticism of Arts, Ethics, Foreign Languages, Historical and Philosophical Approaches to Social Sciences, History, History Theory, Jurisprudence, Linguistics, Literature, Philosophy and Logic, and Religious Studies.

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

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

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

Electives
Electives, taken from any of the Institute's undergraduate 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 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.

Writing Proficiency Assessment
The ability to write clear, articulate, original compositions is an important element of master's level study. All entering M.A. students are required to take The Institute's Writing Proficiency Assessment during the first semester—regardless of previous training. Each student must pass the Writing Proficiency Assessment before registering for more than 24 credits. (M.F.A. Writing and Poetics students are exempt from the Writing Proficiency Assessment requirement.)

Meditation/Contemplative Requirement
The 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 shamatha/vipashyana meditation practice, the primary meditation technique common to most Buddhist traditions. Shambhala Training presents meditation within a secular context. The other contemplative arts involve awareness training that emphasizes synchronization of mind and body. Courses which fulfill the contemplative requirement vary for each graduate program; please consult the program academic advisor for details.

Master’s 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 and Western Psychology
  Jungian Psychology
  Psychology of Health and Healing
  Transpersonal & Humanistic Psychology
Religious Studies
Traditional Eastern Arts
Visual Arts
Writing and Literature

Master of Arts

Environmental Leadership
  Gerontology and Long-Term Care Management
Contemplative Psychotherapy
Somatic Psychology
  Somatic Psychology
  Dance/Movement Therapy
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 Calkin
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 effectively enables 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, as a 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 330 Body Mind Development and Expression

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

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

Second Year, Spring Semester
ECE 480 Supervised Teaching Practicum
ECE 480 Administration of a Carecenter

Required Minor
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 to immerse the student 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, d’Forrest Ketchin, Anne Zonne Parker

Part-Time faculty: Elias Amidon, Frank Berliner, Jane Bunin, Charles Cambridge, Bayard Cobb, John Cobb, Carol Conigliaro, Richard Dart, Suzanne Duarte, Lorraine Fox Davis, Joan Halifax, Norbert Hill, Robert Howard, Mark McCaffrey, Paula Palmer, Charles Patterson, Elizabeth Roberts, Sulak Sivaraksa, Susan Scott-Stevens, Jed Swift, Peter Warshall, Robert Yuhnke

Administrative Coordinator: 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, Rimpoche

The Naropa Environmental Studies program features an integrated, transdisciplinary curriculum that explores sustainable communities, Native American environmental wisdom, and Ecology as a contemplative discipline. The program is grounded in the first principle of Ecology—that everything is interconnected—and encourages all inquiry from an eco-centric 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 Central American ecosystems and cultures students may work with advisors and faculty to design an independent study project for their area of concentration. For an experience of Asian ecosystems and cultures, Naropa students may participate in the Study Abroad program. Through these approaches, students learn about the ecological and cultural components of sustainable societies and about the challenges of social and cultural change in other parts 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, relationship to the natural environment, and the processes of social and cultural change.

Ecology emphasizes the study of ecological principles and human-ecosystem interactions, and a livings systems understanding of sustainability. The diverse ecosystems of the High Plains, Front Range and the
Academic Programs

Southwest, from plains grassland to mountain forests and alpine tundra, are our natural laboratory.

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

Native American Studies draws upon the traditions of indigenous peoples of the High Plains and Southwest, promoting an understanding of earth wisdom, past and present. Contemporary issues and problems of indigenous peoples, particularly environmental justice issues, receive strong emphasis.

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.

Prerequisites for admission to the B.A.

In addition to the standard Naropa admission criteria, Environmental Studies majors must have completed the following three courses:

- 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. The Environmental Studies department also offers summer seminars on the Naropa campus that fulfill these prerequisites: ENV 526, ENV 083, ANT 509.

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 concentrations 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 B.A. minor.

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

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

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

TOTAL 24

Concentrations. Each concentration offers several courses that allow students to specialize in particular academic areas. All courses emphasize a balance of skill, information, practice, and theory. These courses do not offer the equivalent of a full major in the academic discipline. Rather, they offer an opportunity to specialize, while integrating the multi-disciplinary curriculum required by the program.

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

**Anthropology**

- ANT 500 Anthropology of Consciousness
- ANT 550 Cultures, Global Society & Third World Issues
- ANT 580 Doing Ethnographic Research

**Ecology**

- ECO 500,550 Water Quality & Watersheds I & II
- ECO 510 Basic Field Ecology
- ECO 550 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 580 Survival Skills

**M.A., Environmental Leadership**

We define leadership very differently from the conventional view. The 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 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. Such usage reinforces 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 our 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:

Pre-requisites for admission to the M.A.

In addition to the standard Naropa admission criteria, Masters candidates must have completed the following five courses with a passing grade:

- Introductory US Government or Political Science
- Introductory Earth or Life Science
- Introductory Cultural Anthropology
- History of the Environmental Movement
- Introductory Native American Studies

These may be taken at any college campus in the summer after provisional acceptance and before beginning classes. The Environmental Studies department also offers summer seminars on the Naropa campus that fulfill these pre-requirements: ENV 526, ENV 033, ANT 509, ENV 527, NAM 503

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, and an independent study component that is available as electives, practice, or internships.

The core encourages balance between knowledge and wisdom, and carries the student through three stages. It is composed of eight basic two-semester long courses (27 credits). Four run parallel each year. Two of these are team project courses involving extensive field work (one each year).

Eight leadership intensives (16 credits) over two years are part of the required core. Each Intensive is four days long, with the exception of ENV 560 and 570, which are ten days long (summer).

The independent component (19 credits) may be in any field or profession chosen by the student. It may be designed to be off or on campus. This component (which includes the thesis), allows students to tailor their degree to personal interests and needs.

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

Upon graduation, the student will have an impressive portfolio composed of a volume of the Boulder Creek Watershed Atlas, a documented restoration project, research papers and creative essays, plus documented self-designed projects or practica, and a thesis or report.

The program requires a total of 62 credit hours and may be taken in two, three, or four years.

Course Requirements

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>Intensives:</strong></td>
<td></td>
</tr>
<tr>
<td>ENV 560 A Deepening of Wisdom I</td>
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<td>ENV 621 Engaging Issues Beyond Dichotomies I</td>
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<tr>
<td>ENV 631 Engaging Systems Change I</td>
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<td>ENV 731 Engaging Systems Change II</td>
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<td>ENV 671 Engaging Environmental Justice Issues I</td>
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<td>ENV 771 Engaging Environmental Justice Issues II</td>
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<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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<td><strong>Courses:</strong></td>
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<tr>
<td>ENV 600 The Inner Work of Leadership I</td>
<td>2</td>
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<tr>
<td>ENV 620 The Human-Nature Contract I</td>
<td>3</td>
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<tr>
<td>ENV 633 Transforming Systems I</td>
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<tr>
<td>ENV 660 The Inner Work of Leadership II</td>
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<td>ENV 670 The Human-Nature Contract II</td>
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<tr>
<td>ENV 680 Transforming Systems II</td>
<td>2</td>
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<tr>
<td>ENV 720 The Art &amp; Ethic of Leadership I</td>
<td>3</td>
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<td>ENV 770 The Art &amp; Ethic of Leadership II</td>
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<td><strong>Team Project Field Courses:</strong></td>
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<tr>
<td>ENV 664 Boulder Creek Watershed Atlas I</td>
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<td>ENV 665 Boulder Creek Watershed Atlas II</td>
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<td>ENV 730 Culture Nature Partnership I</td>
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<td>ENV 780 Culture Nature partnership II</td>
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<td><strong>Self-designed Component:</strong></td>
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<td>Practicum</td>
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<td>ENV 600 Practicum I</td>
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<td>ENV 630 Practicum II</td>
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<td>ENV 850 Practicum IV</td>
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<tr>
<td>ENV 880 Master's Thesis Seminar, or ENV 881 Master's Paper/Project Seminar</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>62</td>
</tr>
</tbody>
</table>
Foundation Year

*Full-Time Faculty:* Dee Coulter, Candace Walworth (co-chairs)

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 or
- FND 250 The Writer's Craft
- FND 210 Cognitive Studies

Those entering spring semester:
- FND 250 The Writer's Craft or
- FND 210 Cognitive Studies

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.

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 256 Embodying Mathematics, FND 370 Metacognition Seminar, and FND 251 Writing and the Inquiring Mind. 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 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

Chair: Lucien Wulsin

Part-Time Faculty: Jeff Bliss, Dennis Boggio, Elisabeth Borden, Megan Carnarius, James Emery, Barry Epstein, Victoria Howard, Gail Hoyt, Jeff Jerebker, Lynne Katzmann, Fred Miles, Kathy Naman, John Torres

Administrative Assistant: Randa Tchelabhi

"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

The Department of Gerontology and Long-Term Care Management is committed to improving the quality of living and dying of aged people in long-term care settings and the community by training administrators and caregivers who value compassionate care as well as skillful resource management. The curriculum has grown out of the recognition that to effect change in the delivery of services to the aged, the educational experience must include: self-exploration (particularly in relation to aging and dying), communication and leadership skills, business administration skills, and the opportunity to apply new skills in a supervised internship experience.

A key to understanding the educational experience offered by the Gerontology program at Naropa is to look at the quality of life of our society's elders. What does an aged person need to live well in the last quarter of his or her life? In addition to medical care, aged people often need opportunities and support to explore life experiences, to cope with loss, and to confront their own impending death. They need to live and die with dignity and with choices, and to have those choices acknowledged by their caregivers and their communities.

The Gerontology program teaches its students how to create relationships and environments that foster such opportunities, support, and choices for the aged. Because of this vision of caring for the aged—one of community involvement over isolation, of optimal wellness over decline and disease, and of providing choices in the way in which an elder lives and dies—the program continues to be unique in the country.

The contemplative approach to education at Naropa provides a powerful basis for working with others, particularly with elders and those facing issues of physical decline and mortality. The program addresses the cultural fears of aging and death and fosters a view that values the life and death of the aged person. This open and respectful approach enables students to address the needs of the elderly and the provision of long-term care with intelligence, clarity, and sensitivity. The Gerontology program is rooted in the conviction expressed by Dr. Margaret Mead, "that a small group of thoughtful, committed people can change the world; indeed, it's the only thing that ever does."

By the year 2030, a quarter of the U.S. population will be over 65 years old. This elder population boom brings a wealth of challenges for all who are concerned with long-term care. What that care will be, how it will be delivered, and who will pay for it is unclear. The scene is constantly shifting. This future needs compassionate, skilled, and visionary managers. They will be in increasing demand and will have an unprecedented opportunity to shape the future of elderly human services.

Training Goals and Objectives

The Gerontology and Long-Term Care Management program was created to provide training to long-term care administrators and others who desire involvement in the delivery of services to the aged. To accomplish this, the program:

- Offers training in mindfulness and body awareness disciplines to enhance the student's understanding of the mind-body relationship
- Provides an opportunity for students to learn about themselves and their own relationship to aging and dying
- Offers coursework in the theory and application of therapeutic models of long-term care;
- Provides leadership and business administration skills through coursework in contemporary long-term care management including financial management, marketing and community relations, human resources, team-building, facility design and management, and communication
- Addresses issues of individual, community, and national concern through course work in health care policy, health and disease, and legal and ethical issues
- Provides supervised, on-the-job training at an internship site tailored by the student and program faculty to provide the best possible placement to meet individual professional goals;
- Provides faculty support and guidance for the student's internship experience

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Academic Programs

- Emphasizes the cultivation of relevant marketplace skills to prepare students for employment upon graduation;
- Offers a curriculum structured to meet OBRA guidelines and administrator licensure; and
- Offers courses work designed to meet continuing education requirements for a variety of health care professionals.

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 for 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 fully present with someone experiencing the aging or dying process. As such, it serves as the foundation 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. **Courses in working with old age and health** use mindfulness and body awareness training as a basis for understanding those 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. **Courses in 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 by professionals in the field who bring with them a spectrum of experience and an orientation consistent with the therapeutic-environment perspective presented in the program. The courses also draw upon the work of business educators and national leaders who acknowledge the human and spiritual dimensions of business management.

4. **Administrator-in-Training (AIT) Internship** is a 1000-hour, part-time practical training in a long-term care facility or other elder-services setting. It includes on-site training from the facility or organization administrator who serves as a preceptor. 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 the internship, students are required to complete a Master of Arts process paper based upon their internship experience.

**Program Requirements and Curriculum**

In order to earn the Masters of Arts Degree in Gerontology and Long-Term Care Management, the student is required to complete a total of 50 credit hours of course work that includes a 1,000-hour, on-site internship and a Master's paper based upon internship experience. Admission to the AIT internship requires faculty approval and acceptance by an internship site. The program offers two tracks: a Gerontology track and a Long Term-Care Management track, enabling students to customize their educational journey according to career goals. The Gerontology track is designed to prepare students for administration and service in long-term care facilities and other organizations offering elder-care services. The Long-Term Care Management track is designed to lead to licensure as a nursing home administrator in Colorado and in most other states. Either track may be completed on a 16-month or 20-month schedule, or on a part-time schedule designed with an academic advisor.

**Required Courses**

<table>
<thead>
<tr>
<th>Both Tracks</th>
<th>Credits</th>
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<tbody>
<tr>
<td>LTC 660 Death and Loss</td>
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<td>LTC 660 Psychological Tasks of Aging</td>
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<td>LTC 610 Concepts of Management</td>
<td>2</td>
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<td>LTC 660 Long-Term Care Delivery Systems</td>
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<td>LTC 630 Principles of Accounting</td>
<td>2</td>
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<tr>
<td>LTC 640 Concepts of Health and Disease</td>
<td>2</td>
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<tr>
<td>LTC 650 Therapeutic Approaches to LTC</td>
<td>3</td>
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<tr>
<td>LTC 650 Models of Long-Term Care</td>
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<tr>
<td>LTC 740 Human Resource Management</td>
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<td>LTC 750 Community Relations and Marketing</td>
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<td>LTC 800 Professional Seminar</td>
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<td>LTC 850 AIT Internship</td>
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<td>LTC 850 Professional Seminar</td>
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<td>LTC 880 Master's Paper Seminar</td>
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**Required Courses**

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<th>Gerontology Track</th>
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<tr>
<td>LTC 570 Working With Elders in Dance and Theater</td>
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<td>Selections from additional LTC course offerings (see next page)</td>
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**TOTAL CREDITS**

50

**Required Courses**

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<thead>
<tr>
<th>Long-Term Care Management Track</th>
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<tr>
<td>LTC 670 Health Care Policy</td>
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<tr>
<td>LTC 680 Revenue Sources and Reimbursement</td>
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<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 750 Legal and Ethical Environment of LTC</td>
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<td>Course Offerings</td>
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<tr>
<td>LTC 691 Special Topics</td>
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<tr>
<td>LTC 670 Health Care Policy</td>
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<tr>
<td>LTC 680 Revenue Sources and Reimbursement</td>
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<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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<td>LTC 750 Legal and Ethical Environment of LTC</td>
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**TOTAL CREDITS** 50

**Selection from additional LTC course offerings (see next page) SUBTOTAL** 8.5
InterArts Studies
Theater/Dance/Music

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

Part-Time Faculty in Dance/Movement Studies: Mary Ann Foster, Elena Giulini, Margot Iseman, Tracy Kiteya, Adwoa Lembier, Carol McDowell, Nicol McGough, Pat Mowry-Rutter

Part-Time Faculty in Theater: Carol Crutchlow, Dr. Carl Holland, Sally Kaplan, Ethelyn Friend, Paul Oertel, L.S. Summer, Betsy Tobin

Part-Time Faculty in Music: Bill Douglas, Robert Hall, Art Lande
I Made Lasmanan, Steven Taylor, Chris Zorn

InterArts Guest Faculty: Lanny Harrison

Administrative Assistant: Ellen Napadono

The InterArts Studies program invites innovative dance, music, and theater students to practice a primary discipline in depth, while exploring other art forms in collaboration with students and faculty. Creative collaboration adds breadth to a student's journey, shakes up habitual patterns, and highlights common themes among the arts.

Contemplative practices (the study of world wisdom traditions and/or the practice of sitting meditation) are at the center of the InterArts Studies Program. These practices reflect a unique approach to artistic expression, developing awareness and precision in the articulation of personal creative process, and wisdom in the synchronization of body and mind.

InterArts Studies consists of three areas of concentration: Music, Dance/Movement, and Theater. Within the Dance/Movement concentration are two tracks: Dance and Dance Therapy. 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 his or her unique expressive journey. Senior Projects may include an original creative work, performance, or a research project presented during the final semester. Projects may be supported through the Performance Studies Seminar or by electing to take an independent study credit.

Core Areas of Study

1. Contemplative Practices - Studies based on the development of awareness and the synchronization of body/mind include: Tai-chi Ch’uan, Aikido, Kyudo, Yoga, Contemplative Movement Practice, Mudra Space Awareness, the Japanese art of flower arranging, calligraphy, and tea ceremony, as well as Meditation Practicum and Shambhala Training.

2. Discipline Specific Training - Foundation work in Music, Dance, and Theater technique is practiced in courses designed to enhance students' skills in their primary discipline. Sample courses include; 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. Training includes experimentation with the full range of artistic expression—music, text, movement, sound, props, and environment. Explorations are based on individual and collaborative activities.

5. Guest Artists - Guest Faculty are known for their dedication and commitment as teachers and their innovation as artists and performers. Close contact with faculty of international acclaim within an environment that furthers creativity 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
Academic Programs

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 senior seminar is offered for InterArts Studies and Interdisciplinary students with an emphasis in performance. Seminar topics include: creative process, interdisciplinary dialog, and student research. 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. 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 also possible.

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 concentration 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 bring 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 redemption.

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. It has produced such plays as Samuel Beckett's Waiting for Godot, Sam Shepard's Angel's Monologue, Lear's 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>
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<tbody>
<tr>
<td>IAR 370 Design &amp; Production</td>
<td>2</td>
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<tr>
<td>THR 480 Directed Project</td>
<td>3</td>
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<tr>
<td>THR 503-508, 533-538 Acting Lab</td>
<td>6</td>
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<tr>
<td>THR 530 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>
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<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>25</strong></td>
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</tbody>
</table>

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Academic Programs

To satisfy the Senior Project requirement, theater students may either develop 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 might extend a student's course of study beyond two years (four semesters).

Recommended Electives

Dance
DAN 350 Contemporary Dance Forms
DAN 410 Dance of Africa
DAN 420 Dance of Bali

Music
MUS 515 Music of Africa
MUS 505 Balinese Gamelan Orchestra
MUS 550 Musicianship I

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 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>
</tr>
</thead>
<tbody>
<tr>
<td>THR 480 Directed Project</td>
<td>3</td>
</tr>
<tr>
<td>THR 503-508 Acting Labs</td>
<td>3</td>
</tr>
<tr>
<td>THR 520 Basic Acting</td>
<td>3</td>
</tr>
<tr>
<td>THR 540 Character Acting</td>
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<td>THR 560 Indra Space Awareness</td>
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<tr>
<td>SUBTOTAL</td>
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</tbody>
</table>

TOTAL REQUIRED CREDITS: 30
Academic Programs

Concentration in Dance/Movement Studies

B.A. and Certificate degrees are awarded in InterArts 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. Study is enhanced by input from guest artists and interdisciplinary exploration 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 into the M.A., Somatic Psychology: Dance/Movement Therapy program. Additions to the Dance Track requirements include an introduction to the theories and practice of Somatic Psychology, Dance/Movement Therapy. Psychology and various Expressive Arts studies serve 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 in PSY 476, Dance/Movement Therapy in the World Today.

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 of Contemporary Dance and Art
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 and/or II 6
DAN 380, 430 Body/Mind Centering I & II 6
IAR 355 History & Contexts of Contemporary Arts I 2
IAR 370 Theater Design & Production 2
IAR 380 Creative Process: Improvisation 3
IAR 420 Creative Process: Composition 3
IAR 410 or 450 Creative Process: Guest Artist 2

SUBTOTAL 24

Notes: 8 credits per semester of Contemporary Dance Forms, non-Western forms, or Contact Improvisation is highly recommended.

Recommended Electives:

InterArts
IAR 360 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 300 Meditation Practicum I

Traditional Eastern Arts
TRA 500 Shamhala Meditation Practicum I
TRA 508 Tai-Chi Chi Ch'uan I
TRA 510 Aikido I
TRA 518 Yoga

Theater
THR 320 Basic Acting
THR 540 Character Acting
THR 550 Voice and Sound
THR 560 Mudra Space Awareness

Music
MUS 515 Music of Africa
MUS 550 Musicianship I
MUS 560 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
FSY 326 Introduction to Dance/Movement Therapy 2
FSY 426 Authentic Movement 2
FSY 475 Dance/Movement Therapy in the World Today 2

SUBTOTAL 25

*Notes: The Dance Therapy concentration has a required minor of Psychology which includes: FSY 320 Introduction to Psychology, FSY 430 Abnormal Psychology, and three credits

48
of Psychology electives. PSY 377 Introduction to Body Psychology: Embodiment, Awareness, is highly recommended.

TOTAL CREDITS 35

Requirements for InterArts Studies B.A./M.A.:
Dance Therapy Concentration
(1 year/2 semesters)

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 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.

Courses Credits
IAR 355 History & Contexts 2
DAN 380 Body-Mind Centering I 3
DAN 430 Body-Mind Centering II 3
DAN 350 Contemporary Dance Forms I 3
DAN 450 Contemporary Dance Forms II 3
Contemplative Classes 4
Electives 2
Two Dance Therapy Classes:
PSY 326 Introduction to Dance/Movement Therapy 2
PSY 476 Dance/Movement Therapy: Current Topics 2
Psychology Classes: (6 credits)
*PSY 320 Introduction to Psychology 2
*PSY 420 Abnormal Psychology 3
and one additional psychology credit 1

*Note: if already taken, then other Psychology choices are required

TOTAL CREDITS 30

Certificate Program
InterArts Studies: Dance

Courses Credits
DAN 350, 400 Contemporary Dance Forms I & 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

This certificate program is designed to provide an introductory and well-rounded preparation for dance therapy and can satisfy the entrance requirements for an M.A. program.

Courses Credits
IAR 355 History & Contexts 2
DAN 380 Body-Mind Centering I 3
DAN 430 Body-Mind Centering II 3
DAN 350 Contemporary Dance Forms I 3
DAN 430 Contemporary Dance Forms II 3
Contemplative Classes 4
Electives 2
Two Dance Therapy Classes:
PSY 326 Introduction to Dance/Movement Therapy 2
PSY 476 Dance/Movement Therapy: Current Topics 2
Psychology Classes: (6 credits)
*PSY 320 Introduction to Psychology 2
*PSY 420 Abnormal Psychology 3
and one additional psychology credit 1

*Note: if already taken, then other Psychology choices are required

TOTAL CREDITS 30
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 classical 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

Music Courses | Credits
--- | ---
MUS 200 Music Appreciation | 3
MUS 500, 510 Ear Training I, II | 6
MUS 550, 560, 570 Musicianship I,II,III | 9
MUS 580 Introduction to Recording Studio | 2
Private Lessons | 4
TOTAL | 24

Recommended Electives

Music
- Additional Private Lessons
- MUS 850 Listening to Jazz
- MUS 505 Balinese Gamelan Orchestra
- MUS 515 Music of Africa
- MUS 530 Improvisation I, II
- MUS 535 Jazz Ensemble
- MUS 540 Eclectic Ensemble

InterArts Core Classes:
- IAR 370 Theater Design & Production
- IAR 350 Creative Process: Improvisation
- IAR 420 Creative Process: Composition
- IAR 430 & 470 Performance Studies I & II

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

Dance/Movement Studies
- DAN 380 Body-Mind Centering

Requirements for the Certificate Program in Music

Music Courses | Credits
--- | ---
MUS 200 Music Appreciation | 3
MUS 500 Ear Training I | 3
MUS 550 & 560 Musicianship I, II | 6
Private Lessons | 2
Music Elective | 3
TOTAL MUSIC CREDITS | 17

General Elective credits | 13
TOTAL CREDITS TO GRADUATE: | 30
Interdisciplinary Studies B.A.

Faculty Advisor: 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 B.A. Programs.

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

The interdisciplinary curriculum must include 40 credits of course work in direct support of the major, and must satisfy all other Institute B.A. requirements listed in the Academic Program subsection of the Introduction to this catalog. An exception to this is the minor, which is waived for the interdisciplinary student. Students may not undertake a Certificate Program in Interdisciplinary Studies.

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

Full-Time Faculty: Jane Carpenter-Cohn (Chair)

Part-Time Faculty: Ann Bardwell, Frank Berliner, Pat Breslin, Marvin Casper, Dee Coulter, Christine Denning, Cheryl Dixon, Kathy Emery, Bernie Marek, Suzanne Marie, Gina Martin-Smith, Spence McWilliams, Stephanie Mines, Kathleen Moore, Gary Mueller, Lara Newton, Paul Oertel, Pat Ogden, Diane Rudine, Laurie Rugenstein, David Rugenstein, Alexandra Shenpen, Bill Tara, Philip Weber, Bob Wing

Administrative Coordinator: Penelope Lanhier
Student Advisor: Diane Spearly

The Contemplative Psychology major 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's courses are offered in an environment which is contemplative, integrating the study of traditional liberal arts disciplines with the nourishment of the personal journey and inherent wakefulness of the student. Many courses are infused with this approach, and the Naropa community actively supports this process. Contemplative Psychology students are required to take a series of three courses on meditation practice and application, drawn from the Buddhist and Shamhala contemplative traditions. This practice heightens ones’ awareness and cultivates appreciation for the richness of the world.

A Bachelor of Arts degree with a major in Contemplative Psychology requires 24 credit hours in a major field. Of these 24 credits, 13 to 14 comprise the core courses and the remaining 10 to 11 credits are taken in one area of concentration. The department offers four concentrations: Buddhist and Western Psychology, the Psychology of Health and Healing, Transpersonal and Humanistic Psychology, and Jungian Psychology. The core courses are aimed at integrating the intellectual study of psychology with training in moment-to-moment awareness and compassion. Students will be evaluated through a portfolio process at the end of their two year program. The program prepares the student for any occupation requiring subtlety in interpersonal relationships, particularly in the helping professions.

Requirements for the B.A. in Contemplative Psychology

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 310 Buddhist Psychology I: Meditation</td>
<td>3</td>
</tr>
<tr>
<td>PSY 410 Buddhist Psychology II: Maithri and Compassion</td>
<td>2</td>
</tr>
<tr>
<td>or FND 310 Cognitive Studies</td>
<td>3</td>
</tr>
<tr>
<td>PSY 462 Senior Seminar I</td>
<td>2</td>
</tr>
<tr>
<td>PSY 468 Senior Seminar II</td>
<td>3</td>
</tr>
<tr>
<td>PSY 436 Contemplative Psychology I: Compassionate Action</td>
<td>3</td>
</tr>
<tr>
<td>Total Core Credits</td>
<td>13 or 14</td>
</tr>
<tr>
<td>Total Concentration Credits</td>
<td>10 or 11</td>
</tr>
<tr>
<td>Total Credits For Major Required</td>
<td>24</td>
</tr>
<tr>
<td>Minor Discipline</td>
<td>9</td>
</tr>
<tr>
<td>Contemplative Requirement</td>
<td>6</td>
</tr>
<tr>
<td>Elective Credits</td>
<td>21</td>
</tr>
<tr>
<td>Total B.A. Program Credits</td>
<td>60</td>
</tr>
</tbody>
</table>

Areas of Concentration

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 Freud, Erikson and the existential and transpersonal psychologists are emphasized.

Required Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 410 Buddhist Psychology II: Maithri and Compassion</td>
<td>2</td>
</tr>
</tbody>
</table>

Courses in Buddhist Psychology

(minimum 4 credits)

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 400-599 Courses in Buddhist Studies offered by the Religious Studies department approved by advisor and with permission of instructor</td>
<td>4</td>
</tr>
</tbody>
</table>

Courses in Western Psychology

(minimum 4 credits)

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 320 Introduction to Psychology</td>
<td>2</td>
</tr>
<tr>
<td>PSY 506 Language and Communication in the Healing Process</td>
<td>2</td>
</tr>
<tr>
<td>PSY 420 Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 517W Experiential Multi-culturalism</td>
<td>1</td>
</tr>
<tr>
<td>PSY 528 Gestalt I</td>
<td>2</td>
</tr>
<tr>
<td>PSY 548 Gestalt II</td>
<td>2</td>
</tr>
</tbody>
</table>
Academic Programs

PSY 571 Personality Theories 3
PSY 536 Hakomi I 3
PSY 578 Hakomi II 3
PSY 470 Topics in Contemplative Psychology: Trauma 3

TOTAL CREDITS 10-12

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 Credits
PSY 360 Approaches to Healing 3

8-9 Credits Selected from the Following
Course Credits
PSY 508 Embodiment Process and the Individual 2
PSY 558 Embodiment Process/Group 2
PSY 578 Exploring the Role of Music in Therapy 2
PSY 558 Expressive Arts in Healing 3
PSY 526 Introduction to Jin Shin Tare I 2
PSY 586 Jin Shin II 2
PSY 515W Process Painting and Meditation 1
PSY 538 Reflexology 2
PSY 546 Tibetan Medicine 2
PSY 556 Chinese Energies and Body Psychology 2
PSY 465 Visual Arts: Imagery in Healing 2
PSY 460 Topics in Healing: Voice and Sound 2

TOTAL CREDITS 10-11

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 psychologies developed in Western culture, including the work of Perls, Rogers, Assagioli, Erikson, Kurtz, and Jung.

Required
course credits
- PSY 350 Humanistic Psychology 2

8-9 Credits Selected From the Following
Courses Credits
PSY 508 Language and Communication in Healing Process 2
PSY 439 Exploring Dreams: Jungian Practice 2
PSY 528 Gestalt I 2
PSY 546 Gestalt II 2
PSY 555 Symbols and Transformation 2
PSY 564W Journeys With Death and Loss: Harvesting the Jewels 1
PSY 536 Hakomi I 3
PSY 578 Hakomi II 3
PSY 470 Topics in Contemplative Psychology: Trauma 3
PSY 500 to 599 Courses in Jungian Psychology offered by the Transpersonal Counseling Psychology department approved by advisor and by permission of instructor

TOTAL CREDITS 10-11

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 Credits
PSY 350 Introduction to Jungian Psychology 2

8-9 Credits Selected From the Following
Courses Credits
PSY 439 Exploring Dreams: Jungian Practice 2
PSY 555 Symbols and Transformation 2
PSY 500 to 599 Courses in Jungian Psychology offered by the Transpersonal Counseling Psychology department approved by advisor and by permission of instructor

TOTAL CREDITS 10-11

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: Lou Stenger, Karen Kissel Wegela (chair)

Administrative Director: Kristen Luce
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 three year nearly full-time program. Students travel through the program together as a class, following a specific sequence of classes. Many students also find the time to 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 experiences. 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 a month at Maitri. (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 experience of being part of a community and the realities of aging and death. The second spring semester is followed by another month at Maitri. Following the Maitri program, students interview for the nine month internship.

The second summer session of classes is followed by the nine-month internship which 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 final Maitri program is held during Spring Break of the third year.

The culmination of the internship is the writing of the Master's Paper. Students choose areas which interest them and explore both Contemplative and other contemporary approaches to their topics, using clinical material from the internship to illustrate their ideas. Students present what they have learned during their journey in the Contemplative
Academic Programs

Psychotherapy program to fellow students and members of the faculty during the Master's Paper weekend. This is generally a celebratory occasion which marks the students' entering the psychotherapeutic field as the colleagues of the clinical faculty. Students who complete their required field placement hours by the spring due date for grades graduate in May. Otherwise, students' diplomas may be dated with the August graduation date.

Upon completion of the program, graduates have been trained 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 more than 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 core 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 experts 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 as presented in the program, and are also encouraged to engage in body awareness practices such as Tai-chi Chu'an, Yoga, Aikido, and other body/mind synchronization practices. The second and third years begin with meditation sessions. 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 to help identify their own issues, and 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 about 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 differently colored room tends to intensify 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 approximately a month at Maitri in the first and second years, and about a week 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 develop 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 will have met all academic requirements to be allowed to sit for the LPC examination in the state of Colorado.

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 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
   Long-term 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 Kuraiz Center
16. Park East Mental Health Center: Children and Youth Team
   Community Transition Team
17. Qualife
18. Speary 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 three-year, mostly full-time program, which may be begun only in the Fall.

FIRST YEAR:
Fall Semester
Courses                                Credits
PSY 608 Introduction to Buddhist Psychology: Practicum I  2
PSY 609 Group Process I                 1
PSY 618 Child Development: Contemplative View  2
PSY 628 Evolution of Central Concepts     2
Body awareness elective                 2
SUBTOTAL                                9

Spring Semester
PSY 619 Group Process II                1
PSY 668 Buddhist Psychology: Practicum II  2
PSY 688 Family Process                  2
PSY 768 Psychopathology I: Sanity and Neurosis  2
PSY 769 Maitri Program I                2
SUBTOTAL                                9

Summer
PSY 659 Group Process III               0.5
PSY 669 Meditation Practicum III        0.5
PSY 700 Research and Statistics         2
PSY 718 Community and Organizations     2
Elective                                1
SUBTOTAL                                5

SECOND YEAR
Fall Semester
PSY 669 Group Process IV                 1
PSY 679 Mediation Practicum IV           0.5
PSY 728 Therapeutic Relationships I      2
PSY 758 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 769 Maitri Program II                2
SUBTOTAL                                7

Summer
PSY 729 Group Process VI                 0.5
PSY 758 Mediation Practicum VI            0.5
PSY 778 Transitions, Lifestyles & Career Development 2
PSY 768 Therapeutic Relationships III    1

57
Academic Programs

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 826 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 888 Field Placement II 4
PSY 888 Clinical Tutorial II 2
PSY 888 Master's Paper Seminar 1
PSY 889 Maitri Program III 1
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 and third years, students are expected to add one three-hour "nyinthu" block of sitting meditation practice sessions each month. They 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. Second and third year students also attend weekend intensives, one each semester. 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 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.

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 Polvoll, and by Tibetan Buddhist scholar and meditation master, Chogyam Trungpa, Rinpoche. Volume IX is the most recent edition.

Friendship House

Now in its ninth year, Friendship House is a group treatment home for indigent mentally ill people. This 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 in June, the department offers a week-long training session for health professionals. This 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.
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: Somatic 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 department’s orientation is primarily humanistic and transpersonal in emphasis.

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 a NASM-approved program since 1987. 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 less than five years.

The first area of study imparts the theory and practice of body-centered psychotherapy. The theoretical portion focuses on the work of psychotherapists, body-workers, and dance therapists who have contributed to our understanding of how the body lives, heals, and transforms. The skills portion of this concentration focuses on awareness training, embodied responsiveness, intuitive and empathic relating, and active guidance in the therapeutic encounter.

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

The third area encompasses the observation, description, and diagnosis of 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.

M.A. Degree Requirements

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<thead>
<tr>
<th>Theoretical and Skills Courses</th>
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<tr>
<td>PSY 657 Theoretical Bases of Body-Based Psychotherapy</td>
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<tr>
<td>PSY 607 Theory: Assessment and Diagnosis</td>
<td>2</td>
</tr>
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<td>PSY 606 Movement Therapy Skills I</td>
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<td>PSY 656 Movement Therapy Skills II</td>
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<td>PSY 656 The Body and Its Psychological Patterns</td>
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<td>PSY 656 The Body and Therapeutic Change</td>
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<td>PSY 756 Birth and Death in Body Psychotherapy</td>
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Academic Programs

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<td>PSY 856 Professional Preparedness</td>
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<td>PSY 616 Group Process and Dance Therapy</td>
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<td>PSY 726 Leibn: Observation and Assessment</td>
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<td>PSY 876 Psychology of the Body II</td>
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<td>Contemplative Practice Classes</td>
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<td>Electives</td>
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<td>*See explanation under &quot;Further Requirements for Both Degrees&quot; below)</td>
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<td>PSY 646 Meditation and Psychotherapy</td>
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<td>PSY 616 Contemplative Mountaineering</td>
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<td>PSY 877 Body Mind Psychotherapy</td>
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<td>PSY 667 Somatic Arts</td>
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<td>PSY 627 Moving Truth</td>
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Further Requirements for Both Degrees

The contemplative practice elective credits must be fulfilled through 2 credit hours of a sitting meditation class and another 2 credit hours of either a meditation or a contemplative practice class. Suggestions for sitting classes include: Meditation and Psychotherapy, Meditation Practicum, Psychology of Meditation, and Shambhala Training. Suggestions for other contemplative practice classes are:

Contemplative Mountaineering, Moving Truth, Yoga, T’ai-chi Chi’an, 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 course 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.

After the second year or after each student has completed their core classes, they are required to enroll in Extended Thesis until they have completed their thesis. This course is a forum to support each student in completing their coursework, internship and thesis.

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.
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.

This 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 three years.

Course Offerings

1. Transpersonal/Contemplative Courses include surveying the interplay between psychology and spiritual paths, training in moment-to-moment awareness, the development of compassion, and introduction to various body awareness disciplines. We expect students to maintain a contemplative practice while enrolled in the program. Examples of Transpersonal/Contemplative courses are:

- PSY 670 Transpersonal Psychology
- PSY 621 Psychology of Meditation I: Mindfulness Training
- PSY 671 Psychology of Meditation II: Applications to Counseling
- PSY 720 Meditation Practicum I: Cultivating Awareness
- PSY 770 Meditation Practicum II: Developing Compassion

Body Awareness electives include Tai Chi Chu'an, Yoga, Aikido, and Kyudo.

2. Theoretical/Experiential Courses offer various views of psychological development, psychotherapy, and healing. Examples of theoretical courses are:

- PSY 610 Human Development
- PSY 680 Group Dynamics & Leadership
- PSY 710 Family Systems
- PSY 820 Clinical Assessment
- PSY 700 Research & Statistics

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

- PSY 611 Counseling Relationship I: Lifestyles & Career
- PSY 661 Counseling Relationship II: Techniques & Practice
- PSY 810 Professional Seminar & Ethics I
- PSY 860 Professional Seminar & Ethics II
Academic Programs

4. Gestalt Awareness consists of a sequence of two courses 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 additional elective courses in gestalt therapy.

5. Counseling Experiential 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 firsthand experience in individual therapy. Counseling Experiential requires documentation of 30 one-hour sessions 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
- Behavioral Health Services
- Boulder County Safework
- Boulder School of Massage Therapy
- Boulder Veteran Center
- Colorado School of Healing Arts
- Correctional Management, Inc.
- Counseling Center
- Hospice Programs
- Jefferson County Mental Health Center
- Karli Family Center
- Larimer County Mental Health Center
- Maria Droste Services of Colorado, Inc.
- Mental Health Corporation of Denver
- Multi-Cultural Counseling Center, University of Colorado
- Project Self-Sufficiency
- Sexual Abuse Team, Boulder County Social Services
- Women’s Recovery Program, Boulder Community Hospital
- Women’s Source

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

- Aurora Community Mental Health Center
- Bethesda Behavioral Health Services
- Boulder Mental Health Center
- Center for Creative Arts Therapy
- Cherry Creek School
- Coalition for Women in Crisis
- Colorado Christian Home
- Colorado Coalition for the Homeless
- Correctional Management Institute
- Crossroads
- Denver Nurses Association
- Eagle Lodge
- Kimitas
- Longmont Department of Social Services
- Longmont United Hospital
- Namqua Center
- National Jewish Center for Immunology and Respiratory Medicine
- North Suburban Medical
- Odyssey School
- Sutton Homes

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

- Alternative Homes for Youth
- Colorado Christian Home
- Elder Music Contractual Services
- Good Samaritan Center
- Larandon Hall
- Mental Health Corporation of Denver
- Namqua Center
- National Jewish Center for Immunology and Respiratory Medicine
- Qual Life Wellness Center
- Youth Safe

Concentration Areas

There are three concentration areas within the Transpersonal Counseling Psychology Department: Counseling Psychology, Art Therapy, and Music Therapy. Each concentration has its own admissions process and offers special courses. However, all three areas share a commitment to a transpersonal vision and excellence in counseling training.

Psychology
The Counseling Psychology concentration offers specialized training and coursework in
Academic Programs

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, 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.

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 the requirements, the curriculum includes 35 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.

Concentration in 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 Music Therapists.

This program is designed to prepare students for credentialing as Licensed Professional Counselors and as Music Therapists. To meet these requirements, the curriculum includes 33 credits in music therapy, 17 credits of counseling psychology, 9 credits of contemplative studies, and 2 credits of electives. Due to the clinical component of this program, students must complete the program in three years.

Requirements for the Transpersonal Counseling Psychology M.A.

The M.A. in Transpersonal Counseling Psychology is designed as a three-year full-time program. 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.

Prerequisites to the program are: Introduction to Psychology; Abnormal Psychology; and Theories or Personalities of Psychology.

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

Fall, First Year
- PSY 621 Psychology of Meditation I: Mindfulness Training 3
- PSY 611 Counseling Relationship II: Lifestyles and Career 3
- PSY 615 Human Development I: SUBTOTAL 9

Spring, First Year
- PSY 670 Transpersonal Psychology 3
- PSY 661 Counseling Relationship II: Techniques and Practice 5
- PSY 670 Meditation Practicum I: Cultivating Awareness 1
  SUBTOTAL 7

Summer, First Year
Electives: Intensives and/or others 0-3

Fall, Second Year
- PSY 671 Psychology of Meditation II: Applications to Counseling 2
- PSY 601 Gestalt Awareness II SUBTOTAL 10

Spring, Second Year
- PSY 660 Clinical Assessment 3
- PSY 651 Gestalt Awareness II SUBTOTAL 3

Summer, Second Year
Electives: Intensives and/or others 0-3

Fall, Third Year
- PSY 310 Professional Seminar & Ethics I 2.5
- PSY 680 Master's Paper Seminar I 0.5
- PSY 680 Field Placement I (Internship) 3
  Elective(s) SUBTOTAL 6.9

Spring, Third Year
- PSY 310 Professional Seminar & Ethics II 2.5
- PSY 680 Master's Paper Seminar II 0.5
- PSY 680 Field Placement II (Internship) 3
  Elective(s) SUBTOTAL 6.9

TOTAL CREDITS 60

Requirements for Concentration in Art Therapy

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

The art therapy concentration has been designed in accordance with the 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 35 credits of art therapy coursework combined with 18 credits of transpersonal counseling psychology, 2 credits of body awareness coursework and 5 credits of electives.

Prerequisites to the art therapy concentration are: Introduction to Psychology; Developmental Psychology; Abnormal Psychology; Theories or Personalities of Psychology; and 15 semester hours of studio art including basic coursework in drawing, painting, and clay.

**Fall, First Year**
- PSY 621 Psychology of Meditation I - Mindfulness Training: 3 credits
- PSY 611 Counseling Relationship I: Lifestyles and Career: 3 credits
- PSY 684 History and Theory of Art Therapy: 2 credits
- PSY 684 Art Therapy Skills I: Foundation: 2 credits

**Spring, First Year**
- PSY 670 Transpersonal Psychology: 3 credits
- PSY 685 Counseling Relationship II: Techniques and Practice: 3 credits
- PSY 684 Child Development and Art Therapy: 2 credits
- PSY 684 Art Therapy Skills II: Transpersonal: 2 credits
- PSY 720 Meditation Practicum I: Cultivating Awareness: 1 credit

**Summer, First Year**
- Elective(s): 0-3 credits

**Fall, Second Year**
- PSY 530 Research and Statistics: 2 credits
- PSY 684 Art Therapy Skills III: Group: 3 credits
- PSY 684 Adolescent and Family Art Therapy: 2 credits
- PSY 624 Art Therapy Studio: 1 credit
- Body Awareness: 2 credits

**Spring, Second Year**
- PSY 690 Clinical Assessment: 3 credits
- PSY 684 Adult Development & Art Therapy: 2 credits
- PSY 685 Art Therapy Skills IV: Special Populations: 3 credits
- PSY 764 Art Therapy Clinical Observation: 1 credit

**Summer, Second Year**
- Elective(s): 0-3 credits

**Fall, Third Year**
- PSY 684 Professional Seminar & Ethics I: Art Therapy: 3 credits

**Spring, Third Year**
- PSY 684 Professional Seminar & Ethics II: Art Therapy: 3 credits
- PSY 685 Field Placement II: Art Therapy (Internship): 3 credits
- PSY 883 Art Therapy Thesis II: Elective(s): 1 credit

**TOTAL ART THERAPY CREDITS**
35 credits

**TOTAL CREDITS**
60 credits

*Students can take Electives and Body Awareness courses at any time during the program, including the summer term.

**Requirements for Concentration in Music Therapy**

The music therapy concentration is approved by the American Association for Music Therapy. It also meets the guidelines for Licensed Professional Counselor training in the state of Colorado. Dual credentialing, as a Music Therapist and a Licensed Professional Counselor, will provide graduates with a greater range of professional options.

The 900 hour field placement in a clinical setting, with corresponding professional seminars, helps develop the necessary skills for a career as a music therapist. Graduates of this program will be prepared to work as professional members of multi-disciplinary treatment teams within community agencies and in private practice.

Prerequisites to the music therapy concentration are: Introduction to Psychology; Abnormal Psychology; and Theories or Personalities of Psychology.

**Fall, First Year**
- PSY 684 Psychology of Meditation I: Mindfulness Training: 3 credits
- PSY 610 Human Development: 3 credits
- PSY 635 Counseling Relationship I: Music Therapy: Lifestyles & Career: 3 credits
- PSY 685 Music Therapy: History, Theory, and Practice: 2 credits

**SUBTOTAL**
11 credits

**Spring, First Year**
- PSY 710 Meditation Practicum I: Cultivating Awareness: 1 credit
- PSY 684 Transpersonal Psychology: 3 credits
### Academic Programs

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Religious Studies

**Full-Time Faculty:** Roger Dorris, Reginald A. Ray, Ven. Dzogchen Ponlop Rinpoche,
Rabbi Zalman Schachter-Shalome (World Wisdom Chair), Judith Simmer-Brown, (Chair)

**Part-Time Faculty:** Dale Arzael, Frank Berlinder, Robin Gehmann, Jane Carpenter-Cohn, Carole Fleming,
Maxine Glaz, Vincent Harding, Ann Heln, Margot Iseman, Denny Kercher, Sudarshan Kapur,
Forrest Ketchin, Giovanna Jobson, Nancy Maxson, Tom Nelson, Barbara Rhodes, Rev. Foy Richay,
Ven. Sakyong Mipham, Rinpoche, Andrew Schelling, Rabbi Mordoch Twersky, Clarke Warren

**Administrative Coordinator:** Sharoon Stabo

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 addresses questions of life's ultimate values. Buddhism is the religion which is most strongly represented in departmental offerings; however, there are offerings in most of the major world religions. The methods applied on both the undergraduate and graduate levels draw from the scholarly disciplines of history of religions and from a commitment to presenting traditions from perspectives sympathetic to the living religious communities themselves. This approach honors the distinctive place of contemplative traditions and practices within many of the world's great religions.

**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 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**

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<td>EEL 500 Meditation Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>EEL 510 Introduction to Religion</td>
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</tr>
<tr>
<td>EEL 410 B.A. Senior Project I</td>
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<tr>
<td>EEL 460 B.A. Senior Project II</td>
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</tbody>
</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: Religious 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

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. Course work emphasizes Indian and Tibetan Buddhism, with opportunities to study Sanskrit and Tibetan. Selective attention is also
Academic Programs

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 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 meditation.

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 Hinayana, 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 "dashan," a month-long intensive group retreat of sitting meditation, required for graduation. A pre-requisite for entry into 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 coursework, delving 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 classical Tibetan involves learning grammar and vocabulary of the classical 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 initial reading knowledge providing access to the world of Buddhist texts.

Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>REL 600 Meditation Practicum I</td>
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</tr>
<tr>
<td>REL 650 Nikaya Buddhism</td>
<td>3</td>
</tr>
<tr>
<td>REL 610 Tripitaka Texts</td>
<td>3</td>
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<tr>
<td>Sanskrit or Tibetan I</td>
<td>4</td>
</tr>
<tr>
<td>Body work elective</td>
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</table>
### Academic Programs

### 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 challenged by the various perspectives presented and stimulated in their own thinking about spirituality.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td><strong>First Year, Fall</strong></td>
<td></td>
</tr>
<tr>
<td>REL 500 Meditation Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>REL 500 Nikaya Buddhism</td>
<td>3</td>
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<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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<tr>
<th>Courses</th>
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<tr>
<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 680 Introduction to Madhyamaka</td>
<td>3</td>
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<tr>
<td>REL 660 Mahayana Texts</td>
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<tr>
<td>REL 570 Mahayana Buddhist Civilization</td>
<td>3</td>
</tr>
<tr>
<td>Contemplative Hinduism or Religions of China &amp; Japan</td>
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<table>
<thead>
<tr>
<th>Courses</th>
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<tr>
<td><strong>Second Year, Fall</strong></td>
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<tr>
<td>REL 550 Meditation Practicum III</td>
<td>3</td>
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<tr>
<td>REL 642 Buddha Nature School</td>
<td>3</td>
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<tr>
<td>REL 710 Buddha Nature/Vajrayana Texts</td>
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<tr>
<td>Contemplative Christianity, Contemplative Judaism, and/or Native American Traditions</td>
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<tr>
<td>REL 800 M.A. Colloquium I</td>
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### Second Year, Spring

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<tr>
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<tr>
<td>REL 572 Buddhism in Tibet</td>
<td>3</td>
</tr>
<tr>
<td>REL 760 Vajrayana Texts</td>
<td>3</td>
</tr>
<tr>
<td>Contemplative Hinduism or Religions of China &amp; Japan</td>
<td>3</td>
</tr>
<tr>
<td>REL 850 M.A. Colloquium II</td>
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<tr>
<td>REL 880 Comprehensive Exams</td>
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</tr>
<tr>
<td>REL 885 Master's Project Paper</td>
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</tbody>
</table>

**TOTAL CREDITS: 61**

**The 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 major dimensions, including alternative social models and community development. 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 management. Internships, in either pastoral care and counseling or community-based social action, are supervised by the Association of Clinical Pastoral Education, and enable students to qualify for employment in hospitals, hospice, prisons, homeless shelters, and other human services or social action settings.

Dathun, or minimum equivalent of a four-week meditation retreat is a prerequisite for entry into the program.

<table>
<thead>
<tr>
<th>Courses</th>
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<tbody>
<tr>
<td><strong>First Year, Fall</strong></td>
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<tr>
<td>REL 500 Meditation Practicum I</td>
<td>3</td>
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<tr>
<td>REL 500 Nikaya Buddhism</td>
<td>3</td>
</tr>
<tr>
<td>REL 515 Buddhism and Social Action</td>
<td>3</td>
</tr>
<tr>
<td>REL 525 Contemplative Christianity</td>
<td>3</td>
</tr>
<tr>
<td>REL 514 Change Mastery I</td>
<td>2</td>
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<tr>
<td>REL 602 Communication: Opening to Others</td>
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</table>

<table>
<thead>
<tr>
<th>Courses</th>
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<tbody>
<tr>
<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 885 Spiritual Models of Social Action</td>
<td>3</td>
</tr>
<tr>
<td>REL 560 Introduction to Madhyamaka</td>
<td>3</td>
</tr>
<tr>
<td>REL 560 Cultures, Global Society, and Third World Development</td>
<td>3</td>
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<tr>
<td>REL 565 Transition and Ritual: Holding Others</td>
<td>2</td>
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<tr>
<td>REL 534 Change Mastery II</td>
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<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<td><strong>Second Year, Fall</strong></td>
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<tr>
<td>REL 746 Engaged Buddhism Field Placement</td>
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<tr>
<td>REL 736 Engaged Buddhism Colloquium I</td>
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<tr>
<td>REL 570 Meditation Practicum III</td>
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</table>
Academic Programs

Second Year, Spring
REL 573 Meditation Practicum IV 3
REL 521 Death and Dying: A Tibetan Perspective 2
REL 765 Engaged Buddhism Colloquium II 2
REL 764 Community: Working With Others 3
REL 634 Change Mastery III 2
Engaged Buddhism Elective 2

REL 880 Comprehensive Exams 0
REL 885 Master's Project Paper 0

TOTAL CREDITS 60
Traditional Eastern Arts

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

*Part-Time Faculty: Jude Elitz, Ravi Dykema, Carol Halpem, Kyoko Kita Sensei, Linda Morrell, Bill Scheffel, Valerie Sanford*

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 Practice, (or Buddhist Meditation Practice) the student learns the basic principles of sitting meditation (6 credits).

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

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

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

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

The Traditional Arts student will choose three credits in the 24-credit major from academic courses relevant to the major awareness discipline, or from courses relevant to sitting meditation practice. This includes such courses as The 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 Practice, and Ikkabana. 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 Chu’an

"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 lama, and the peace of mind of a sage."

--- Grand Master Cheng Man-Ch’ing

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 sequence. They emphasize complete relaxation, accuracy of motion, and natural breathing. As the body is given a chance to relax within action, one experiences that life can be lived and all work accomplished with less effort. The concept of ch’i, the intrinsic energy which animates...
Academic Programs

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 Tai-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, Morihie Uyeshiba, Aikido Founder

The roots and trunk of Aikido stand in the soil of the great warrior traditions--Budo, where the fighting arts were studied and practiced for the sake of defense of society and also as a personal path for awakening. The vision of the founder of Aikido is unique amongst martial arts. One trains to learn to protect all life, even the life of one's enemies. Creating compassion 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 chitto vritti naradha. 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, Tai-Chi Ch‘uan, or Aikido may be repeated for credit if recommended by the instructor.

Requirements For The B.A. in Traditional Arts

Courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>TRA 300 Exploring Traditional Eastern Arts</td>
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<tr>
<td>TRA 580 Shambhala Meditation Practicum I, or REL 580 Buddhist Meditation Practicum I</td>
<td>3</td>
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<tr>
<td>Major Awareness Discipline (Tai-chi Ch‘uan I, Aikido I or Yoga I)</td>
<td>3</td>
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<tr>
<td>SUBTOTAL</td>
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<tbody>
<tr>
<td>TRA 580 Shambhala Meditation Practicum II, or REL 580 Buddhist Meditation Practicum II</td>
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<tr>
<td>Major Awareness Discipline (Tai-chi Ch‘uan II, Aikido II or Yoga II)</td>
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<tr>
<td>TRA 499 Independent Study</td>
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<td>(History, Philosophy, Culture of the Major Awareness Discipline)</td>
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</tr>
<tr>
<td>Major Awareness Discipline (Tai-chi Ch‘uan III, Aikido III or Yoga III)</td>
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</tr>
<tr>
<td>One course from the following:</td>
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<tr>
<td>REL 540 Religions of China and Japan</td>
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<tr>
<td>REL 550 Contemplative Hinduism (can be taken in Spring)</td>
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<th>Courses</th>
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<tr>
<td>Advanced Study of Major Awareness Discipline (Tai-chi Push Hands, Aikido, Weapons, or T.A. Position)</td>
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<tr>
<td>Senior Colloquium</td>
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TOTAL CREDITS 24
Visual Arts

Full-Time Faculty: Robert Spollman (chair)
Part-Time Faculty: Joan Anderson, Harriet Campbell, Laurie Doctor, Laura Marshall, Cynthia Moku, Joshua Mulder, Michael Newhall, Marcia Usow

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>
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<tbody>
<tr>
<td>ART 500 The Contemplative Artist</td>
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<tr>
<td>ART 530 Color Theory</td>
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<tr>
<td>ART 550 Art of the Western World</td>
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<tr>
<td>ART 560 Art of the Eastern World</td>
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<tr>
<td>ART 590 Portfolio &amp; Gallery Presentation</td>
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3 credits in a studio class in a Western discipline:
ART 505 Drawing I, or
ART 515 Watercolor I

3 credits in a studio class in an Eastern Discipline:
ART 583 Thangka Painting I, or
ART 587 Brush Stroke I

7 credits selected from:
ART 543, 553, 563 Thangka Painting II, III, IV
ART 547 Brush Stroke II
ART 546, 556 Painting I & II
ART 520 Calligraphy & Book Arts
ART 556, 578 Figure Drawing I & II
ART 540 Sculpture
ART 570 Art and Environment

TOTAL CREDITS 24

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

Co-Founders: Allen Ginsberg and Anne Waldman

Full-Time Faculty: Keith Abbott, Reed Bye (Chair), Bobbie Louise Hawkins, Anselm Hollo, Andrew Schelling, Steven Taylor, Anne Waldman (Distinguished Professor of Poetics)

Part-Time Faculty: Jack Collom, Kristen Iversen, Akliah Oliver, Brad O'Sullivan, Julie Sako

Recent Summer Writing Program faculty have included:


Administrative Coordinator: Monika Edgar
Program Director, Summer Writing Program: Max Regan

Writing and Poetics

The Naropa Institute's Department of Writing and Poetics aspires to the classical Greek akademia, a sacred grove of learning where elders and students met to explore traditional and innovative technique and lore; it also conjures the viharas of classical India where poets, philosophers, and yogins practiced and debated their views and arts. Our Writing and Poetics programs offer training in the composition of poetry and prose fiction, as well as literary study. The department honors the verbal arts as a medium of human culture through the study and practice of oral and written literature from pre-classical ages to the contemporary.

The Naropa Writing and Poetics Department emerged from the Jack Kerouac School of Disembodied Poetics, founded in 1974 by Allen Ginsberg and Anne Waldman. The department considers mindfulness, keen attention to language, and environmental awareness in its most inclusive sense, as basic to any full writing practice. From its beginning the Writing and Poetics Department has taken for its premise Ezra Pound's adage that aspiring writers should not accept criticism from anyone who has not him or herself produced a notable literary work. A corollary has been Gertrude Stein's view that in writing, one is always beginning again.

Writing and Poetics program students develop the confidence and skills necessary to undertake an active role in literary life, whether as a writer, reader, teacher, editor, or publisher. The curriculum is designed for students willing to explore writing as an imaginative discipline, developing and refining an aesthetic sense of language.

In addition to the practice and study of writing, students can acquire skills in letterpress printing and publication, participate in community readings and performances, and through Project Outreach, develop workshop teaching skills in local schools and institutions.

The Writing and Poetics Department is proud of its students and graduates. During the past few years, Naropa graduates have published books, been finalists for the Walt Whitman prize from the Academy of American Poets, received NEA awards in poetry, won awards in the Raymond Carver Contest, the Prism International Short Fiction Award, and the Story Magazine Competition. Work from Naropa Writing and Poetics graduates has appeared in American Poetry Review, Exquisite Corpse, Harpers, Bomb, AWP Newsletter, and in the anthologies, American Poets Say Good-bye To The Twentieth Century, 'Flippin': Filipinos on America, and Returning a Borrowed Tongue. In addition, Naropa graduates have appeared on MTV's Spoken Word program and on The United States of Poetry series on PBS. New graduates have entered careers in arts administration, publishing, and have gone on to Ph.D. programs.

Curriculum
The B.A. Writing and Literature and M.F.A. Writing and Poetics curricula are balanced between writing workshops and literature courses. This balance reflects the department's conviction that creative writing, reading, and critical study are all involved in the writer's growth.
Academic Programs

Summer Writing Program
During the Naropa Institute’s Summer Writing Program, many 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. Students are exposed to a wide range of thematic topics, compositional methods, and literary techniques. Weekly topics explored in recent years include Ecocriticism and Bicoregionalism, Investigative Poetics, Contemporary Latin American writing, Gender and Feminism, and Writing and Performance.

B.A., Writing and Literature

In 1986, when The Naropa Institute received accreditation, the Writing and Poetics Department began to offer a B.A. degree in Writing and Literature. B.A. students can take literature courses whose topics range from ancient world epic and drama to postmodern verse and prose fiction. Writing workshops include training in various modes of verse and prose composition. The B.A. program encourages the willingness to step beyond personal and intellectual preconceptions and write from an open mind. Through the Student Arts Concert readings, students can train in the oral presentation of their creative work as well.

Academic Year
The B.A. in Writing and Literature is a full-time two-year program beginning in the Spring or Fall of each year. Students take an average of 12 credit hours of courses per semester. This is the minimum necessary for full-time status, and to receive full financial aid.

B.A. credit is available to qualified students on a part-time basis. Part-time undergraduates must enroll in at least three credit hours per semester.

B.A. students can enroll in one summer session (Summer Writing Program) for credit toward their degree. An undergraduate student will receive 6 credit hours towards Writing and Literature program requirements upon completion of a summer session.

Writing and Literature Curriculum

Writing Workshops: Writing Poetry, Writing Fiction, The Expository Essay
Each semester the department offers at least two undergraduate writing workshops (3 credit hours each). Undergraduate writing workshops include Writing Poetry, Writing Fiction, and The Expository Essay. In our writing workshops, students refine their ability to convey thought, feeling, and observation in direct and effectively shaped language.

Literature Courses: Literature Seminar, Trends in Contemporary Literature, Eco-Lit
The department offers some literature courses specifically designed for undergraduates. Many courses offered within the M.F.A. curriculum are also available to B.A. students. In such cases, different work assignments and requirements are built into the syllabus.

Literature courses examine a single writer's work, topics or periods in literary history, or encompass a survey of aesthetic technique or theoretical orientations. Past literature courses have explored Ancient World Literature, The Open Road in American Fiction, an Introduction to Feminist Theory, Classic Modernism, A History of English and American Prosody, and Eco-lit. All literature classes require critical papers in standard academic format.

Elective Courses
B.A. students choose their elective courses in consultation with a B.A. student advisor.

B.A. students may take Letterpress Printing (3 credit hours), Project Outreach (from 1 to 3 credit hours), or Practicumus (1 credit hour weekend workshop) offered within the Writing and Poetics Department to partially satisfy the elective requirement.

Electives may also be selected from course offerings of other departments at the Institute. Elective courses may be taken in dance, theater, psychology, contemplative arts and practice traditions, and many other subjects.

Contemplative Course Requirement
B.A. students take six credit hours of courses which fulfill the contemplative course requirement. These include include T'ai-chi Ch'uan, Meditation Practicum, Aikido, Ikebana, Sumi brushstroke, and Yoga, among others. Each of these disciplines provides a method of cultivating mindful awareness. Contemplative courses require no adherence to any particular religious doctrine. (See the Naropa Degree Student Handbook for a complete list of courses satisfying this requirement.)

B.A. Manuscript
The final B.A. requirement in Writing and Literature is a 40-50 page manuscript of original writing representing the best creative work the student has accomplished while at Naropa. The manuscript includes a 10-15 page critical essay on a literary topic. (For further description, see Manuscript Guidelines available at the Writing and Poetics office.)

*Note: no extensions are available in the B.A. Final Manuscript.
Requirements for the B.A. degree in Writing and Literature

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

12 credit hours in writing workshops chosen from:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRI 310 Writing Poetry: Tawny Grammar</td>
<td>3</td>
</tr>
<tr>
<td>WRI 311 Writing Fiction: Short Forms</td>
<td>3</td>
</tr>
<tr>
<td>WRI 330 Writing Poetry: You Do It!</td>
<td>3</td>
</tr>
<tr>
<td>WRI 371 Writing Fiction: What a Character</td>
<td>3</td>
</tr>
<tr>
<td>WRI 585 The Expository Essay</td>
<td>3</td>
</tr>
<tr>
<td>WRI 562 Practice of Translation</td>
<td>3</td>
</tr>
</tbody>
</table>

12 credit hours in literature courses chosen from:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRI 563 Literature Seminar: Ancient World Literature</td>
<td>3</td>
</tr>
<tr>
<td>WRI 565 Trends in Contemporary Literature: Introduction to Contemporary Criticism</td>
<td>3</td>
</tr>
<tr>
<td>WRI 573 Literature Seminar: The Second Half: American Poetics of the Postmodern Era</td>
<td>3</td>
</tr>
<tr>
<td>WRI 575 Trends in Contemporary Lit. : The Feminine Economy in Language and Literature</td>
<td>3</td>
</tr>
<tr>
<td>WRI 580 Eco-Lit</td>
<td>3</td>
</tr>
</tbody>
</table>

TOTAL CREDITS: 24

B.A. Optional Coursework

Undergraduates in Writing and Literature may take the Summer Writing Program for a total of 6 credit hours: three may be applied to writing workshop requirements and three to literature course requirements.

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

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRI 566W Poetry Practicum: Experimental Writing</td>
<td>1</td>
</tr>
<tr>
<td>WRI 509W A Writer’s Practicum: Publishing and Publication in the World of the Small Press</td>
<td>1</td>
</tr>
<tr>
<td>WRI 561 Outreach</td>
<td>1-3</td>
</tr>
<tr>
<td>WRI 582 Letterpress Printing: The Well-Dressed Word</td>
<td>3</td>
</tr>
<tr>
<td>WRI 583 Letterpress Printing: First Impressions</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: B.A. Writing and Literature students must follow the standard B.A. academic requirements in order to graduate. Please see the Naropa Degree Student Handbook for more information.

M.F.A. Writing and Poetics

The Academic Year

The M.F.A. in Writing and Poetics is a full-time, two-year graduate degree program. A B.A. degree is a prerequisite for admission. Graduate students typically enter the program in a summer session and continue their studies over four academic semesters and one more summer session. It is possible to enter in a fall or spring semester as well.

Two Summer Writing Programs are required of all students for completion of the M.F.A. degree.

During a student's final semester, he or she prepares a final manuscript of original work and a substantive critical thesis. (For more details, see Final Manuscript Guidelines available through the Writing and Poetics office).

Some M.F.A. courses are available to qualified students on a part-time basis. A minimum of three credit hours is required for part-time enrollment per semester.

Concentrations

On applying to the M.F.A. program students select and follow either a prose or poetry concentration, but may take workshops in both concentrations. We feel this selection is important because it helps the student focus on one of these two general categories of composition, verse or prose, in the time that they are in the program. A student's final manuscript may contain both poetry and prose works but at least the minimum page requirement for one concentration or the other must be met.

Poetry

M.F.A. poetry workshops involve a rigorous, personal exploration of poetry. Workshop writing includes both Western and non-Western models of traditional composition, e.g. the ballad, sonnet, odo, haiku, haibun, prose poem, as well as the many possibilities of free verse. Our courses cover both American and international poetry, contemporary and experimental, as well as historically prominent forms and modes of composition.

Prose

M.F.A. prose workshops examine techniques of modern fiction and creative prose. Basic strategies for monologue, dialogue, point of view, characterization, scene construction, and tone are explored and assigned for practice. In prose workshops, long and short fiction, memoirs, autobiographical prose, drama, screenplays, and videos are used to illustrate narrative technique. Workshops also encourage student peer relations and develop editing skills and an informed vocabulary for group discussion.

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, and editing. Students are encouraged to develop expertise in a variety of compositional modes and editorial skills.

Note: Writing and Poetics workshops are semester-long, 3 credit-hour courses; in other programs the term
Academic Programs

"workshop" may indicate a single weekend course. Writing and Poetics weekend, one-credit hour courses are referred to as "practica."

Creative Reading and Writing Courses:
Creative Reading and Writing courses have, as the name suggests, distinct reading and creative writing components. Credits from these courses may be applied either to Writing Workshop or Literature course requirements.

Literature Courses: Literature Seminar, M.F.A. Literature Seminar, Eco-Lit, Trends in Contemporary Literature
Literature courses examine a single writer's work, specific topics in literary history, or encompass a survey of aesthetic technique or theoretical orientations. Recent courses have included Ezra Pound's Cantos, The Open Road in American Fiction, Cultural Theory and the Poetic Voice, Classic Modernist Texts, A History of English and American Prosody, Contemporary Critical Theory, The Postmodern Novel, William Blake Seminar. All Literature classes require critical papers in standard academic format.

Elective Courses
Students have an ample choice of electives during the regular school to round out their course of study. There are opportunities to pursue research and study in courses in Anthropology, Buddhist Studies, Environmental Studies, Psychology, and a wide range of offerings in contemporary and contemplative arts. In addition, Letterpress Printing, Project Outreach, and weekend Writing Practice are offered within the Writing and Poetics Department as elective courses.

Contemplative Requirement
M.F.A. students must take three credit hours from the courses listed as fulfilling the Contemplative course requirement. There are a variety of courses available which satisfy this requirement, including Tai-chi Ch’uan, sitting meditation, Aikido, Ikebana, Sumi brushstroke, Thangka painting, and Yoga, among others. Each of these disciplines provides a method of cultivating mindful awareness. Contemplative courses require no adherence to any particular religious doctrine. (See the Naropa Degree Student Handbook for a complete list of courses satisfying this requirement.)

M.F.A. Manuscript
In their last semester, M.F.A. students submit a Final Manuscript consisting of a Creative Manuscript (64-90 pages of poetry; 100-125 pages of prose), and a Critical Thesis of 26-50 pages with bibliography. Creative Manuscripts may include both poetry and prose but must fulfill the minimum page requirements for the concentration in which the student is registered. (Final Manuscript format guidelines are available at the Writing and Poetics office).

Final Manuscripts including the Creative Manuscript and Critical Thesis must be submitted during the Manuscript Semester (WRI 880). Only one Extended Manuscript is permitted (see below).

Critical Thesis topic proposals must be submitted in the semester prior to the Manuscript Semester. (Please see Final Manuscript submission deadlines available at the Writing and Poetics office.)

M.F.A. Extended Manuscript
Graduate students may, with advisor’s permission, register for a 0.5 credit-hour Extended Manuscript Semester (WRI 881). A Writing and Poetics M.F.A. program student may enroll in one (1) Extended Manuscript semester only. If the Final Manuscript, including the Critical Thesis, is not completed within that semester, the student will not graduate from the program.

Registration for Extended Manuscript Semester is subject to advisor’s approval and requires an additional tuition and processing fee. For more information see the Special Student Status section in the Naropa Degree Student Handbook.

M.F.A. Manuscript Incomplete/Failure (IF) Policy
Writing and Poetics Department does not allow a grade of Incomplete/Failure (IF) for the Final Manuscript semester, whether this occurs in Spring or Fall semesters. If the Final Manuscript is not completed during the Final Manuscript semester, it must be completed during the one Extended Manuscript Semester allowed. A grade of IF (Incomplete/Withdrawal) will be given only in the case of medical or family emergency. For more information please see the Naropa Degree Student Handbook.

Graduate Oral Presentation
M.F.A. students in their Pre-Manuscript Semester are encouraged but not required to take part in the Graduate Oral Presentation. At this forum, pre-Manuscript Semester M.F.A. students read work in progress for the final manuscript.

All students of the department are invited and encouraged to attend the Graduate Oral Presentation as audience during the reading portion. When the readings have been completed, the audience is excused and the critique period for presenters and faculty begins.

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>
</tr>
</thead>
<tbody>
<tr>
<td>WRI 661-654</td>
<td>8</td>
</tr>
<tr>
<td>WRI 751-754</td>
<td>8</td>
</tr>
</tbody>
</table>

78
Workshops (9 credit hours required)
WRI 662 Practice of Translation
WRI 610A Practice of Poetry: The Long Poem
WRI 610B Practice of Poetry: Composition and Critique
WRI 611A Practice of Fiction: Building Blocks
WRI 611C Practice of Fiction: Narrative Transitions
WRI 623A Creative Reading & Writing: The Poem and the Journal
WRI 638C Creative Reading & Writing: Sequences
WRI 670A Practice of Poetry: Imitation and Innovation
WRI 670B Practice of Poetry: Fracture Chaos
WRI 671A Practice of Fiction: Bad Business: Mysteries
WRI 671B Practice of Fiction: Golden Bees and Turkish Beggars
WRI 663 Creative Reading & Writing: Cultural Theory and the Poetic Voice: An Investigative Approach to Writing

Literature Courses (9 credits required)
WRI 663 Literature Seminar: Ancient World Literature
WRI 665 Trends in Contemporary Literature: Introduction to Contemporary Criticism
WRI 673 Literature Seminar: The Second Half American Poets of the Postmodern Era
WRI 675 Trends in Contemporary Literature: The Feminine Economy in Language and Literature
WRI 680 Eco-Lit
WRI 737 M.F.A. Literature Seminar: William Blake Seminar

Electives (6 credit hours required)
WRI 565W Poetry Practice: Experimental Writing
WRI 569W A Writer's Practice: Publishing and Publication in the World of the Small Press
WRI 581 Project Outreach
WRI 582 Letterpress Printing: The Well-Dressed Word
WRI 583 Letterpress Printing: First Impressions

Contemplative Courses (3 credit hours required)
WRI 880 Manuscript
WRI 881 Extended Manuscript

TOTAL CREDITS: 49

Writing and Poetics Program Special Features

The Allen Ginsberg Library
In addition to its growing collection of poetry and prose volumes, the Allen Ginsberg Library contains twenty years' worth of audio recordings by resident and visiting faculty of the Writing and Poetics Department. These include writers affiliated with the Beat movement, New York, Black Mountain, West Coast and "language" schools, as well as tapes of classes, readings, and talks by dozens of other contemporary writers and scholars. Allen Ginsberg, Diane di Prima, Robert Creeley, Helen Adam, Gregory Bateson, John Cage, Paula Gunn Allen, Gary Snyder, and Amiri Baraka are a few of those who have presented their work at Naropa over the years. These audio tapes are available to students for their scholarship. In recent years, this archive has been augmented with a large selection of video tapes.

Project Outreach
Directed by resident faculty member Jack Collom, Project Outreach places our students in local schools and other institutions to lead creative writing workshops for members of those communities. Naropa Writing and Poetics program students receive course credit while developing their teaching skills for the benefit of the larger community.

Bombay Gin
Bombay Gin, the literary magazine of The Naropa Writing and Poetics department, is edited each year by a board of our M.F.A. students. This board solicits contributions, selects the work to be published, and conceives and executes production, from typesetting to layout and design. New issues come out in June of each year. Back issues are available through the Naropa Bookstore. Prospective students may request copies of Bombay Gin to look at the writing of our students before submitting an application or entering the program. Anselm Hollo serves as faculty advisor to the editors of Bombay Gin.

The Kavyayantra Press at the Harry Smith Print Shop
Located in the Harry Smith Cottage on the Naropa campus, the print shop features a Chandler and Price platen press and a smaller proof press. Regular courses and workshops are offered for students who wish to learn printing technique using distributable type on both platen or proof presses. The print shop adds a fine craftsmen dimension to the Writing and Poetics programs. Periodic classes include bookbinding and paper making. The press is housed in the cottage where film-maker, scholar, and musicologist Harry Smith resided. Printers Brad O'Sullivan and Julie Sako teach printing courses offered every semester. Andrew Schelling serves as faculty advisor.

Students for Ethnic Inclusion (S.E.I.)
Zora Neale Hurston Scholarship
Our student organization, Students for Ethnic Inclusion, works toward a more ethnically diverse Naropa student body. Through the organization of benefit readings and the sale of signed, first-edition books by Naropa faculty and associates, they raise money to fund the Zora Neale Hurston Scholarships. Qualified applicants may contact the Department of Writing and Poetics to inquire about these scholarships. A Zora Neale Hurston scholarship covers tuition and housing costs for one session of the Summer Writing Program. In addition, SWP scholarships are available to students from the Institute of American Indian Arts in Santa Fe, New Mexico. Keith Abbott is faculty advisor to the Students for Ethnic Inclusion.
Academic Programs

Other Writing and Poetics Scholarships
For a listing of other scholarships available to students in the Department of Writing and Poetics, consult the Academic Scholarships section at the front of this catalogue.

Zen Mountain Monastery Residency
Final semester M.F.A. students may, if they choose, apply for a semester-long residency at Zen Mountain Monastery outside of Woodstock, New York, in order to work on their manuscripts in a quiet, contemplative environment. 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 Students for Ethnic Inclusion 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 Bombay Gin, Exit Zero, and Project Outreach and Eco-Lit journals. Students are welcome to form their own formal or informal groups and organizations.
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 that presently exist in both Nepal and Bali. In both of these cultures, the Study Abroad programs are designed to infuse the cross-cultural educational experience with the cultivation of our inherent curiosity and appreciation of the world. The program mixes academic study with experiential learning so the student 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. The Naropa Nepal Study Abroad program aims to provide a thorough introduction to the traditional culture, philosophy, and arts which presently coexist in the Kathmandu Valley and neighboring regions.

The Nepal program takes place from early September through mid-December, and is situated in the village of Boudha. The program is housed in a lovely two-story guest house where participants live and study together. The guest-house 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 projects of their choosing. Upon completion of these projects, the group reunites in Boudha for final presentations and closing celebrations.

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 is separate and is negotiated yearly by the Institute.

Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 636</td>
<td>Arts &amp; Culture of Nepal</td>
<td>3</td>
</tr>
<tr>
<td>ANT 636</td>
<td>Independent Research: Nepal</td>
<td>2</td>
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<tr>
<td>REL 656</td>
<td>Meditation Practicum: Nepal</td>
<td>1</td>
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<tr>
<td>REL 656</td>
<td>Nepali Language I</td>
<td>1</td>
</tr>
<tr>
<td>REL 656</td>
<td>Buddhist Traditions: Nepal</td>
<td>3</td>
</tr>
</tbody>
</table>

At Least 2 Credits From the Following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 555</td>
<td>Tibetan Scroll Painting</td>
<td>2</td>
</tr>
<tr>
<td>MUS 546</td>
<td>Nepali Music and Dance</td>
<td>2</td>
</tr>
<tr>
<td>REL 556</td>
<td>Colloquial Tibetan: Nepal</td>
<td>2</td>
</tr>
<tr>
<td>REL 576</td>
<td>Nepali Language II</td>
<td>2</td>
</tr>
</tbody>
</table>

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 terracing of rice fields, the coursing of waterways, and the mythology and drama of dance, music, and theater all reveal a sense of natural hierarchy (everything in its proper time and place) which permeates the Balinese culture. It is an ideal setting for exploring art in everyday life. Through studies of music and dance, meditation, language, arts and culture, participants will enter the path of Balinese life. They will explore their own artistic processes by immersing themselves in a culture where true integration exists between creativity, spirituality, and daily living.

The Bali program takes place from mid-February to mid-April, in the artistic community of Ubud, where participants will live and study together in a Balinese "homest" (a cluster of bungalows and pavilions.) The eight-week program involves a combination of classes, discussion groups, community gatherings, field trips through the island, attendance at temple ceremonies, performances, and festivals.

Program costs include tuition (9 semester credits), bed and breakfast double occupancy, field trips, festivals and community gatherings. The 1997 program was $5,250. An additional charge is levied for the optional independent study/travel project that begins at the end of the eight-week program. Airfare from the U.S. is separate and is negotiated yearly by the Institute.
### Academic Programs

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 538 Arts &amp; Culture of Bali</td>
<td>2</td>
</tr>
<tr>
<td>ANT 588 Independent Research: Bali (optional)</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>
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<tr>
<td>REL 518 Indonesian Language I</td>
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<tr>
<th>Additional Course Offering</th>
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<tr>
<td>ART 568 Balinese Batik</td>
<td>3</td>
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<tr>
<td>ART 568 Balinese Painting</td>
<td>3</td>
</tr>
<tr>
<td>ART 578 Balinese Mask Carving</td>
<td>3</td>
</tr>
<tr>
<td>DAN 508 Balinese Dance</td>
<td>3</td>
</tr>
</tbody>
</table>
The School of Continuing Education

The experience of education is not limited to the classroom, nor to those enrolled for a degree. The Naropa Institute's School of Continuing Education serves to offer contemplative education programs, lectures, and events to general public.

Continuing Education at The Naropa Institute is offered year-round: fall, spring, and summer. Course 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 events to semester-long classes. Programming is grouped around six areas: Arts and Creativity, World Wisdom Traditions, Health and Healing, Psychology, Environment and Culture, and Journeys. Each semester, we offer nearly 100 programs.

Highlights of our 1997-98 program include: The Spirituality in Education Conference, featuring His Holiness The Dalai Lama and a dozen other noted teachers and scholars; Body and Soul Boulder, featuring Maya Angelou, and Matthew Fox. Other faculty this coming year include: Buddhist teacher Pema Chodron, anthropologist Alberto Villoldo, guitarist Robben Ford, and author Susan Griffin. Past faculty include: anthropologist Joan Halifax, Native American teacher Leslie Gray, Dr. Alexander Lowen, author Sam Keen, and Master Painter Michael Fuchs.

Summer Program
Each year, The Naropa Institute Summer Program hosts nationally and internationally known scholars and artists. Our program is an exciting blend of 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.

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
- The Spirituality in Education Conference
- Engaged Spirituality: Christian and Buddhist Voices
- Body and Soul Boulder

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 School of Continuing Education, 2180 Arapahoe Avenue, Boulder, Colorado 80302-6697. Phone: (303)546-5578.

Approximate Dates for Summer, 1998: June 15 - July 24
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
800-899: primarily for masters thesis, projects, internship, field placement, etc.

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

Anthropology (ANT)

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

ANT 499 Independent Study - 1-3cr - Faculty

ANT 500 Anthropology of Consciousness - 3cr - Faculty
The goal of this course is a deceptively simple one: To explore the effect and role of culture in creating the images of self. Put in other words, how does culture shape and influence the formation of personality and identity? What are the effects of different types of personalities on specific cultures? What is considered normal or abnormal? By whom? Why? The courses addresses these and other similar questions by looking at the interface between society and the individual. We will explore cultural patterning in mental disorders; marginality; altered states of awareness; and other issues. Students will have an opportunity to gain a broader understanding of human consciousness.

ANT 509 Joining Many Voices: The Wisdom of Diversity - 1cr - Charles Cambridge
In the era of the “global village”, many people fear that globalization will mean homogenization and the wonder of cultural diversity will be lost to the common denominator of strip malls and consumerism. A lack of compassion and tolerance also threaten our appreciation of diversity. In the spirit of Margaret Mead, Gregory Bateson, Ursula LeGuin, and Elizabeth Marshall Thomas, this course explores how understanding culture can provide a doorway to compassion and love for mystery and diversity. Satisfies pre-requisites for Introduction to Cultural Anthropology.

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.

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

ANT 560  Participatory Research and Practical Ethnography - 3cr - Paula Palmer
A preparatory course for anthropological fieldwork in other courses. Skills taught include honing of observational skills; experience and confidence in interviewing people; clarifying one’s questions and hypotheses; understanding of alternative methodologies and formats; when, where, and how to involve members of a community in researching their own culture and issues; a sense of ease around those we perceive as “different” from ourselves. Each student will select a local subculture to study and learn from, to be written 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 Solu Khumbu Valley for the Mani Rimdu festival and taken pilgrimages to sacred Buddhist sites in North India, as well as journeys to Dharamsala 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 - 1-5 cr - Faculty

ART 500 The Contemplative Artist - 3 cr - 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 - 2 cr - 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, burnishing, 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 - 3 cr - Robert Spellman
This studio class focuses on developing skillful use of drawing techniques, methods and materials paired with lucid observation of shape, tone, texture, and composition. Learn to draw fruit, lips, fire, clouds, wind, and laughter. Value studies are explored through charcoal, pencil and ink.

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

ART 520 Calligraphy and Book Arts - 2 cr - Laurie Doctor
In this class, we study an alphabet in its historical and contemporary form. The study of the letter forms with the broad-edged pen, brush and other tools will be complemented by design exercises to explore color, texture and 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 - 3 cr - 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 - 3 cr - Robert Spellman
The goal of this class is to explore the experience of color perception; its aesthetic, psychological, and practical implications. This investigation will be threefold: theoretical, yogic, and schematic. The theoretical will focus on the “Seven Color Contrasts” described by Johannes Itten. The yogic will develop one's ability to see and mix color using acrylic paint. The schematic will be a look at “color schemes” that appear in the phenomenal world, e.g. in a feather, a fish, a butterfly wing, or a sky.

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

ART 535 Watercolor II - 3 cr - 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 - 3 cr - Harriet Campbell
This course introduces the students to two types of calligraphy: shoji, 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 - 2 cr - Joshua Muider
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.
 Courses

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

ART 545 Painting I - 3cr - Michael Newhall
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 551 World Art I - 3cr - Laura Marshall
This is the first part of a two-semester course of study that presents the history of art in a global context, including music and literature of the world as well as visual arts. This course is relevant to students majoring in visual arts as well as other students including interarts, writing, and religious studies. The course of study aims to give a context to the practice and spirit of art in two main ways: within our cultural lineage, and within a global perspective.

ART 552 World Art II - 3cr - Laura Marshall
This class continues the course of study begun in ART 551, World Art I. While each course is complete within itself, it is recommended, though not required, that students take World Art I before World Art II. Using the same methodology as World Art I, we will study the arts of civilizations shaped by Buddhism, Islam, and Christianity, the transition into the industrial age, and the art of the modern era.

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 533 and ART 543.

ART 555 Figure Drawing I - 1-3cr - Michael Newhall
The structure of this course is established by centering concentration on the figurative motif. Class routine begins with gesture and warm-up drawing, followed by instruction and specific exercises, ending with extended poses or poses relative to a particular figurative study. Figure exercises are derived from an academic tradition to train the eye, as well as the hand.

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 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 tige, or proportions for each image; inking, shading, color mixing and painting. The culmination of the course work is a small to medium thangka completed by each student.

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 - 3cr - 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 559 Thangka Painting IV - 3cr - Cynthia Moku
This course of study is for advanced students of thangka painting. Prerequisites: ART 533, ART 543, and ART 553.

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

ART 588 Balinese Painting - 3cr - 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.
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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 - 3cr - 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.

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.

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 and Diane Butler
This class is recommended for students from various disciplines to investigate the study of movement and dance. Students explore training exercises 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.

DAN 310 Contemporary Dance Foundations - 3cr - Diane Butler and/or Carol McDowell
Contemporary Dance Foundations provides a basis for dance exploration through a combination of technical and improvisational investigations. 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 some prior experience in dance technique.

DAN 330 Contact Improvisation - 2cr - Adwoa Lemieux
Contact Improvisation is the spontaneous dance of two or more people moving together, while maintaining a physical connection and releasing into the flow of natural movement. The class follows a general progression of contact improvisation skills such as rolling, falling, taking and giving weight, playing with momentum and gravity, discovering lodges 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/or Carol McDowell
Continuation of DAN 310.

DAN 380 Body-Mind Centering I: Foundation and Anatomy - 3cr - Margo Isemann or Diane Butler
The focus of this class is the relationship between our bodies and our minds through basic patterns of movement. We will explore 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 include 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, Barbara Dilley, or guest faculty
Explanations 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. 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 Kiyoka
Students are invited 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
Courses

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 Lasmanaw
This introduction to Balinese classical dance forms is offered to both male and female dancers. Emphasis will be on basic technique and understanding of 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, Barbara Dilley, or guest faculty
Continuation of DAN 400.

DAN 499 Independent Study - 1-3cr - Faculty

DAN 508 Balinese Dance - 3cr - 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-blowen richness and dignity of ourselves and children. We study and practice the essentials of contemplative educational psychology in order to apply its wisdom to teaching young children. Through an exploration of the traditional Shambhala and Buddhist approaches to working with our states of minds, we prepare for teaching with vigor, freshness, and openness. We study a contemplative approach to the dynamics of teaching young children. 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 - Margaret 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 360 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 involves 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 impulses in relationship to sharing the magic.

ECE 430 Teaching Preschool Children - 3cr - Alice Renton
This course brings a contemplative view to learning the skills for teaching preschool children. Students will examine the dynamics of the child, the adult, and the environment within a contemplative setting. The class will
Courses

combine lecture/discussion, observation, and experiential approaches. 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. Prerequisite: 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. Prerequisite: ECE 450, Teaching Preschool Children. Open to program students only.

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.

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 - Anne Parker
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. 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 506 Coming Home: Boulder's Bioregion - 3 cr - Jane Bunin and Chuck Patterson
This field course explores local ecosystems and examines the basic principles of ecology. Students learn the stories of many of Boulder’s wildland organisms and their environments through visiting nearby grasslands, forests, and tundra. The geologic story of Boulder’s natural setting is studied for the purposes of providing a physical framework for the study of our environment and enhancing our connection to the land.

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. We will learn to recognize and understand reasons for ecosystems patterns in the Boulder Bioregion. Primarily a field course, it is scheduled for a four hour time slot to allow time for field trips as well as the additional contact time required for the field portion. Emphasis is on skills in reading landscapes, field data gathering, understanding, identifying species, etc.

ECO 550 Water Quality and Watersheds II - 1.5cr - Anne Parker
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.
Environmental Studies (ENV)

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

ENV 300 Nature, the Sacred and Contemplation - 3cr - Suzanne Duarte
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 teaching about Nature from major contemplative traditions, ecological knowledge, and observation 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. This course will explore ecological concepts such as: energy flow, nutrient cycles, food webs, population growth, biodiversity, adaptation, carrying capacity, ecological succession, symbiosis, and interdependence. Students are expected to know basic theories of population biology and genetic evolution of populations. The course explores strengths and limitations of 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 320, or permission from instructor. Required for Environmental Studies majors.

ENV 510 Exploring Our Sacred Environment: Through the Eyes of Indigenous High Plains Cultures - 3cr - Eagle Cruz
The Native American view of spirituality is 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 "medicine". All ceremonies in this course are without fee and guests may attend. Required for Environmental Studies majors.

ENV 520 Deep Ecology in Context - 3cr - Faculty
This course is an introduction to Deep Ecology philosophy in historical and cultural contexts, including contemporary currents of thought such as ecofeminism, ecospsychology, and systems thinking. The contemplative path begun in "Nature and the Contemplative Experience" is taken further in the cultivation of "ecological identity" and a personal commitment to healing the human relationship with nature. Deep ecological alternatives for addressing ethical and ecological problems will be examined, along with options for effective and compassionate action. Personal and group activities enable students to apply the deep ecological perspective to environmental issues. Prerequisite: ENV 320. Required for Environmental Studies seniors.

ENV 526 The Tao of Environmental Politics - 1cr - Faculty
Using a legislative approach to protect the environment is complex, with strong 'pros' and 'cons' in both process and outcome. People engaged in environmental work of all kinds can benefit from understanding what is involved in passing legislation: the recognition of the problem, back stage negotiation and the floodlights of public view. This course explores not only the world of outward complexities but also the "Tao" of personal engagement. (Satisfies pre-requisite for Introductory Political Science or American Government)
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ENV 527 Ancestors and Elders of Environmental Consciousness - 1.5cr - Staci Caplan
People engaged in environmental issues often fall prey to a sense of loneliness or even pointlessness. Even those fortunate enough to be surrounded by like-minded friends and family often cannot escape the overwhelming sense that there are forces at work “undoing” every small accomplishment or victory. In our work we often forget that we, too, are part of a long lineage of engagement. In this course, we return to ancestors and elders for renewal and encouragement. This weekend, studying environmental teachings from ancient and recent history, held entirely outdoors, will refresh and encourage you. (Satisfies pre-requisite for History of Environmental Movement)

ENV 528 Ecopsychology Training: Waking Up Together - 3cr - Elias Amidon & Elizabeth Roberts
Ecopsychology recognizes that human health — mind, body, and spirit — is fundamentally nourished through relationship with the natural world. No part of us is separate. In this experiential training we explore a broad range of therapeutic counseling practices: methods for assessing the health of the ecological self, conducting eco-biographical interviews, the use of self-initiated ceremony for personal and family healing, working with attitudes toward consumerism, and others. The course is recommended for those seeking to bring ecopsychological principles into psychotherapy, teaching, service and activism. The team-taught format, along with the rich and beautiful Front Range environment, provides and extraordinary learning experience.

ENV 530 Environmental Problem Solving - 3cr - Anne Parker & Chuck Patterson
This course presents both practical and conceptual aspects of addressing environmental problems. A major focus in the class is the development of skills to access ecological, anthropological, and agricultural databases, as well as other published and unpublished information sources. Further emphasis is placed on skillful synthesis of garnered information, clarity of strategy, and decision-making processes. We discuss methods of writing small grant proposals to support environmental and social projects; and students complete a project involving a local environmental problem of their own choosing. Prerequisite: Senior standing or consent of instructor. Required for Environmental Studies majors. May be taken in lieu of Senior Project.

ENV 540 Contemplative 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 Anne Parker
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, Anne Parker, and Faculty
As planetary citizens we face difficult ethical choices requiring major changes in all realms of human experience. Choosing wisely demands the courage to engage issues of all scales through a deepening of personal and cultural wisdom about the reciprocity between humans and their surrounding environments. We recognize that 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. Clearly, a new model of leadership is called for. Such leadership requires a variety of skills. Each annual summer Intensive, A Deepening of Wisdom, will be held in a wilderness setting and will explore these issues. The structure of each Deepening of Wisdom course allows each MA class (entering and continuing) a substantial amount of time independently to allow for the very different kinds of work each class requires. Entering students prepare for their entrance into the demanding MA program, and are introduced to new concepts, experiences, etc. Continuing students debrief the preceding year and prepare for their second year. After time apart, the two classes join and spend the second half of the course as one community, building authentic relationships and learning from each other. (There is a lab fee for this course)

ENV 570 A Deepening of Wisdom II - 4cr - Forrest Ketchin, Anne Parker, and Faculty
See above. (There is a lab fee for this course)
ENV 600 The Inner Work of Leadership I - 2cr - Bayard Cobb, Eagle Crus, Sherry Elms
"Your own wisdom as a human being is not separate from the power of things as they are." (Shambhala: The Sacred Path of the Warrior, p 103)
Meditation will be introduced as a tool for awakening mindfulness/awareness in all our activities. By experiencing our minds without analysis, reinforcement, or rejection, the way is cleared to relate directly with others and with the phenomenal world. This is essential for the building of authentic community and the skills of a new kind of leadership. Being beyond bias allows us to problem solve directly and creatively without projection. Moreover, by opening our eyes and seeing without agenda, the natural world can become an ally. Meditation is a way of bringing the nonduality of wilderness mind back home. We will explore the mindfulness/awareness as practiced in different cultures such as the Shambhala tradition, High Plains Native America, and others. This course is required for all students enrolled in the Masters in Environmental Leadership program. The course covers Fall and Spring.

ENV 604 Boulder Creek Watershed Atlas I - 2cr - Mark McCaffrey
This action project on the Boulder Creek Watershed is collaborative and designed and carried forward year to year by incoming MA students. Each incoming class selects the research, design, methods, and final product for the year's phase of the project. Successive years of students will carry on and expand the project. An understanding of watershed principles and issues is central to the MA program, as is an experience of how natural systems interact with each other and with culture. This course provides an on-the-ground, in-the-community living lab for learning about these things. Working together on this action project also brings in another dimension of community within the MA class itself.

ENV 605 Boulder Creek Watershed Atlas II - 2cr - Mark McCaffrey
This course is a continuation of ENV 604.

ENV 620 Human/Nature Contract I: Exploring the Science and Religion Interface - 3cr - Forrest Ketchin
This course explores one of the principle underpinnings of the Environmental Leadership program, the union of science and spirit. Environmental Leaders face profound questions as they undertake to serve on behalf of Earth and all beings. Among these are: Can the dominant culture come to view the natural world as Creation, or has Western culture desacralized Nature beyond recovery? Are the two states of mind implied by Western science and religion -- reason and revelation, logical knowledge and intuitive wisdom -- incompatible? Is the pursuit of the scientific way of knowing by definition a desacralization of Nature? Is the pursuit of the spiritual way of knowing a denial of science? Must religion and science be in conflict? The course is intended to foster an extended and informed conversation among students and scholars with different backgrounds. Our scientific foci will be the physical and biological sciences, specifically Physics and the unfolding Universe, and the story of biological evolution on Earth. Our religious foci will be Western, with enrichment and global context provided by Tibeto-Buddhism and High Plains Native American traditions. Through both ways of knowing -- religious and scientific -- we will explore natural and cultural manifestations of the living systems theory studies in ENV 630.

ENV 621 Engaging Issues Beyond Dichotomies I: Uniting Science and Spirit - 1cr - Forrest Ketchin, and Faculty
This intensive focuses on shifting from an oppositional world view to a holistic one that reunites seeming polarities, and understands complexities inherent in apparent paradoxes. In the first of these two 'Dichotomies' intensives we will explore an issue that is pressing for society and for Environmental Leaders, the union of science and spirit. Experiential work will be an important part of the Intensive. 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.

ENV 630 Transforming Systems I - 2cr - Elizabeth Roberts, Elias Amiden
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 interconnected 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.
Courses

ENV 631 Engaging Systems Change I: Joy and Despair in Environmental Leadership - 1cr - Elias Amidon, Elizabeth Roberts
This course will focus on issues of grief and despair and the unreasonable joy that is possible, issues that often arise for environmental leaders as they engage the profoundly complex and troubling issues of our time. Presentations and exercises will focus on both theory and practice based in Ecopsychology. 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 650 The Inner Work of Leadership II - 2 cr - Sherry Elms and Eagle Cruz
This course is a continuation of ENV 600

ENV 660 Environmental Issues and Indigenous Peoples of the Western U.S. - 3 cr - Anne Parker
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.

This course will continue the essential work of bringing living systems theory to life through natural and cultural systems, begun in ENV 620. This semester will focus on understanding the globalization of culture and economy, and the impact on ecosystems, as well as on the sacred view of Creation. The time period explored will begin sometime around 15 thousand years ago, right here in "Colorado", and continue through colonization, industrialization, and the transition to Capitalism. We will weave living systems theory through the themes of Cultural Ecology, thermodynamics, Economics, global networks, as well as the global forces affecting religion. The union of science and spirit remains the doorway into the exploration of these issues.

ENV 671 Engaging Environmental Justice Issues I: Native Lands Issues - 1 cr - Eagle Cruz, and faculty
This intensive will focus on environmental justice issues for Native American peoples, including sovereignty over land use, citing of toxics, raw materials, extractive industries, environmental health issues, and sacred lands issues.

ENV 680 Transforming Systems II - 2 cr - Elias Amidon and Elizabeth Roberts
This course is a continuation of ENV 680.

ENV 681 Leadership and the Contemplative Mandate I: The Individual and Global Consumerism - 1 cr - Forrest Ketchin, Sulak Sivaraksa
Among the most urgent issues facing Earth and her beings is that of economic globalization. While there are complex pros and cons to such globalization, it is a reality that cannot be denied. It is also one of the most difficult areas to feel one can effectively engage in as an individual or small group. The contemplative mandate for leadership offers helpful guidance about how to sustain one's work in this arena, how to support and help others, and a non-violent, peaceful approach to problem-solving.

ENV 699 Independent Study - 1-3 cr - Faculty

ENV 700 Environment and the Political Process - 3 cr - Faculty
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 - 3 cr - John Cobb and Frank Berlimer
This course will involve the students in an in-depth investigation and discussion of the theory and wisdom of leadership. We will do an historical review of forms of leadership and the view of leaders, balancing Eastern and Western, traditional and innovative, hierarchical and anti-hierarchical. Various paradigms of leadership, the successful and the misguided, will be investigated. The sources of power, the ability to lead, to promote change, the charisma issue, whether leaders are born or made, the voluntary and the appointed leader, the disciplines of followership and the causes of the seeming vacuum of leadership in modern US society will be researched and discussed. We will culminate in a review of the modern corporate or business view of leadership. Open to students in the second year of the MA in Environmental Leadership and other graduate students by permission of the department.

ENV 721 Engaging Issues Beyond Dichotomies II: The Partnership Paradigm - 1 cr - Forrest Ketchin, and faculty
A partner Leadership Intensive to ENV 621.
Courses

ENV 730 Culture/Nature Partnership Project I - 2cr - Anne Parker
This course is a team action project focused on a restoration project at Hedgerow Farm. Like the Atlas Project, each class will carry the project forward into the next year. Students are engaged in every step of the project design and execution. Field methods, sampling, mapping, baseline data gathering, long term monitoring, educational curricula development, networking with local government, neighborhoods, and community, and production of final product are all aspects of this project. Readings, lectures, and guest speakers allow students to explore the practical and theoretical issues of environmental restoration.

ENV 731 Engaging Systems Change II: Guiding Others to Unreasonable Joy - 1cr - Elias Amidon and Elizabeth Roberts
A partner Leadership Intensive to ENV 631. Like ENV 631 this Intensive will draw from Ecopsychology to offer theory, skills, and experience in the leadership styles helpful in this situation.

ENV 770 The Art and Ethic of Leadership II - 3cr - John Cobb and Frank Berliner
This course is a continuation of ENV 720. In this second semester, the emphasis will be on the development of the skills of leadership and the "artistry" and ethic of the leader. In both a theoretical and experiential mode, we will explore the skillful means that accompany and enhance the ability to lead, from a mindfulness/awareness practice through effective listening, to mediation and public speaking. Students may be required to teach segments as part of the "leader as teacher" training.

ENV 771 Engaging Environmental Justice Issues: Diversity, Race, and Group Dynamics - 1cr - Eagle Cruz, and faculty
A partner Leadership Intensive to ENV 671.

ENV 780 Culture/Nature Partnership Project II - 2cr - Anne Parker
This course is a continuation of ENV 730. The second half of this project moves from project design and learning of technique to data gathering and project production phases, from the examination of issues and theory to applied action and community outreach.

ENV 781 Environmental Leadership and the Contemplative Mandate II: Engaging Structural Violence - 1cr - Forrest Katchin, Sulak Sivaraksa
A partner Leadership Intensive to ENV 681. This Intensive will explore the skills and dilemmas facing leaders who wish to engage structural issues that lead to institutional oppression and violence, yet do so in a non-violent, contemplative manner.

ENV 800 Practicum I - 1-4cr - Faculty
Practicum are to be designed by the student in consultation with faculty. The purpose is to offer a block of credits that 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 860 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.

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 B.A. Advisor is required to determine the student's eligibility for prior learning credit.

FND 248 Coming to Voice - 3cr - Lee Worley
We talk all the time, but are we communicating who we are? This class is designed to heighten our awareness of everyday exchange and to whet our appetite for the unfamiliar. As we work from oral and written storytelling traditions, we will practice such skills as presence, voice production, oral interpretation, and listening. Class projects encourage students to explore their own stories and to learn from the stories of diverse cultural traditions. We will be joined by guests from other departments at Naropa who will share their voices with us.

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 261 Writing and the Inquiring Mind - 3cr - Candace Walworth
We'll begin by reviewing your manuscript from FND 250, The Writer's Craft, and then return to the blank page empty-handed. "Never lose a holy curiosity," Albert Einstein once said. By following the lead of your "holy curiosity," you will uncover, discover, recollect, and invent your source material for the semester. Who has been here before? What did they find? Along the way, you may find others (from diverse cultures and times) who share your curiosity. We'll keep an eye and an ear out for connections heretofore undiscovered, for transformations of personal and collective stories. As we navigate the terrain between direct perception (your own seeing, hearing, smelling, tasting, touching) and authentic scholarship, we'll work toward expanding your repertoire as a writer. Come prepared to make solo investigations and to collaborate with your classmates, encouraging, challenging, and inspiring one another to go further than before. Prerequisite: FND 250, The Writer's Craft.

FND 256 Embodiment 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 310 Cognitive Studies - 3cr - Dee Joy 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, Jean Piaget, and Alexander Luria will help to inform the course.

FND 370 Metacognition Seminar - 2cr - Loretta McGrath
This course is a sequel to FND 310, Cognitive Studies. We will begin by examining the thinking involved in exploring general systems processes. Continuing where we left off in Cognitive Studies, students will choose a natural life process to investigate. In the middle section of the course we will explore the different ways we use language. How may we communicate without persuasion and argument? What is the basis for authentic speech? Finally, in the third section, we will explore how ideas may culminate in skillful action. Paul MacLean's triune brain model will be considered in light of this exploration. Prerequisite: FND 310.

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 - Jim Zarka
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.
Courses

HOR 510 Small Farm Management - 3cr - Jim Barausky
This class is designed to provide the know-how to operate a diversified market garden farm profitably. 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 - Carol Conigliaro
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 348 Studies in Improvisation - 2cr - Diane Butler
Studies in improvisation provide a basis for creative process studies through explorations focused on the awareness of the present moment and spontaneous creative play. Undergraduate students explore the myriad possibilities generated through improvisational structures in movement, theater, writing, voice and sound. Participants develop observation skills 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 fundamental concepts and skills for collaborative process. This is a basic skills course and is open to all undergraduate students.

IAR 355 History and Contexts of Contemporary Arts I - 2cr - Diane Butler
This course is 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 each artist's work may be viewed. Class discussion will concentrate on the dialogue between theory and practice with a special emphasis on defining the creative process. Guest speakers and field trips 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 of Contemporary Arts II - 2cr - Steven Taylor
This class is a continuation of IAR 355. 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.

IAR 380 Creative Process: Improvisation - 3cr - Barbara Dilley, Mark Miller, and/or Faculty
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 structure and spontaneity, students will investigate tools for the generation of creative inspiration and performance material using dance, theater, and music. This course is co-taught by InterArts Faculty. Open to InterArts Studies and Interdisciplinary Studies students with arts emphasis.

IAR 420 Creative Process: Composition - 3cr - Lee Worley, Barbara Dilley, and/or Faculty
This course offers interdisciplinary perspectives on the generation of material for performance work. Students are encouraged to experiment with the full range of artistic expression including movement, text, music, costume, sets, and environment. Explorations will be based on individual and collaborative activities. This course is co-taught by InterArts Faculty. Prerequisite: IAR 380, Creative Process: Improvisation.

IAR 439 Creative Process: Performance Studies I - 1.5cr - Faculty
This course is a 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 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, Caruana Theater, or community outreach activities. Non-performance projects in research, pedagogy and training process are appropriate.
Courses

IAR 450 New Repertory: Performance Project - 2cr - TBA
The intention of the New Repertory Project is to support faculty in the development of a new performance work. 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 will 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 or hold either a formal or informal selection process during the pre-registration period of the previous semester.

IAR 470 Creative Process: Performance Studies II - 1.5cr - Faculty
A continuation of IAR 430. Prerequisite: IAR 430 or permission of the department.

IAR 499 Independent Study - 1-3cr - Faculty

IAR 503 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 disciplines 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. Grading is on a Pass/Fail basis.

IAR 506 Contemplative Dance Practice: Body/Mind Awareness - 2cr - Barbara Dilley
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 held the following weekend. 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.

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

LTC 570 Working With Elders in Dance and Theater - 1.5cr - Jeffrey Bliss and Lucien Wulsin
This course is designed for people currently involved in elder care and for those interested in working creatively with elders. Using the expressive arts and group process, the course explores the theory and practice of how elders communicate through and with their bodies. Participants learn to express their own stories/images through movement, theater, and awareness exercises, both individually and within a group. These skills are then brought into a variety of eldercare environments in which the student can work directly with an elder in a one-on-one relationship of discovery and learning.

LTC 580 Death and Loss as Opportunities for Healing - 2cr - Victoria Howard and Guest Faculty
In this two-weekend workshop, we will create a community in which the issues of death, dying, loss and bereavement can be explored openly and in depth. A variety of faculty, from Hospice nurses to Native American healers, will present information, share experience and perform ritual to facilitate personal healing for all participants.

LTC 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.

LTC 591 Special Topics - 1cr - Faculty
Please see course description for LTC 590.

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 families, community and culture. Involvement of local elders is an integral part of the course.
Courses

LTC 610 Concepts of Management: Practical Applications of Leading and Working in Teams - 2cr - 
Lyne Katzmann and Lucien Wulsin
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 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 - John Torres
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 - Gail Hoyt
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 - Megan Carnarius
This course will examine the aging process by learning both past and current theories of aging. Topics including biological and psychological changes are explored, as well as how those changes affect one's relationship to the world. The course examines myths about aging and explores how health is experienced, regardless of the presence of or lack of disease. The terminology of health and disease common to a long-term care setting is introduced to facilitate effective communication with health care professionals.

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

LTC 655 Geriatric Assessment: The Art and Science - 2cr - Faculty
Geriatric assessments are mandatory for Nursing facilities 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 - Jeff Jerebker
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
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 - Gail Hoyt
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
Courses

LTC 700 Program Seminar - .6cr - 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 gives them greater insight into the Internship Program that 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 - .6cr - Dennis Boggio
Assisted Living has emerged as a new model of housing and care in the United States. What are the major qualities and characteristics of Assisted Living? What design elements can support and optimize independence, privacy, dignity, and individuality? How can architecture promote relationships and nurture the spirit and emotional well-being for residents? This course examines design criteria in order to create highly supportive residential housing for mentally and physically frail individuals.

LTC 730 Banking: Capital Markets and Finance - 1cr - Lynne Katzmann and Lucien Wulfin
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 - Lou Stenger
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 personal 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 - 2cr - Lucien Wulfin, Fred Miles, and Barry Epstein
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 - 1-2.5cr - James Emery and Kathy Naman
This seminar continues through all but the final semester of the AIT internship, when it is replaced with the Master's 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.

LTC 850 Administrator-In-Training Internship - 1-12cr - James Emery and Kathy Naman
Students are placed in long-term care facilities and other settings in the Boulder/Denver area. The 1000-hour internship is usually 20 hours per week, on site. The number of credits taken each semester depends upon the semester and course schedule and the student selects: 20-month option: 3 credits; 16-month option: 4 credits.

LTC 880 Master's Paper Seminar - 1cr - Faculty
Students are required to complete a Master's process paper and present it to program faculty and students at the end of their last semester, based upon 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 composition, performance, 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 Ear Training I - 3cr - Mark Miller
Through games, drills, singing, and playing, we expand our pitch and rhythm awareness and precision. Subjects include the major scale, reading rhythms, rhythmic subdivision, hearing intervals, and hearing and resolving dissonance, hearing the top, bottom, and middle of chords and identifying chord colors.

MUS 501 Musical Inspiration - 1cr - Art Lande
Music is born from, articulates, and nourishes the different aspects of our humanity. In this course, through making and listening to music, we will approach devotion, passion, proportion, beauty, motion, consolation, reflection, and allation. Today we will listen, discuss, and create relevant pieces. Improvisation and composition will be some of our tools as well as language, movement, and drawing. All levels of musicians, including people with little or no musical experience are welcome. Bring any instrument if you play one, or your voice.

MUS 505 Balinese Gamelan Orchestra - 2cr - I Made Lasmauan
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 similar to the xylophone, drums, gongs, cymbals, Gamelan flutes, and voice often used to accompany dance, theater or puppetry. The Gamelan orchestra appears in concert at the end of each semester.

MUS 506 Shambhala Chorus - 3cr - Bill Douglas
We will prepare for performance pieces from all periods of music history, including Medieval & Renaissance sacred music, Bach Chorales, folk and pop songs, jazz standards, and contemporary pieces by Zap Mama, Bobby McFerrin, and others. Participants must be able to carry a tune. The ability to read music is helpful, but not essential. The aim of the class is to learn about music and to uplift ourselves through singing.

MUS 510 Ear Training II - 2cr - 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 514 Gregorian Chant - 1cr - Johannes Somary
Gregorian Chant is one of the most ancient ritual musics of the Western Christian Church. Derived from Greek and Latin music, this important body of musical literature was recorded and catalogued in written form at the decrees of Pope Gregory the Great (540-604). Composed throughout the Middle Ages, it is most recognized as music uniquely suited for Christian Worship in Roman Catholicism. Composed to be sung in unison, Gregorian Chant united its singers in prayer. In this course, students will learn to sing the various kinds of chants written out in the Liber Usualis, a book of chants collected over the centuries. Some of these chants date back to the seventh and eight centuries. It is helpful, though not required, to have had a little experience in reading musical notation; it is not at all necessary to be a trained singer.

MUS 515 Music of Africa - 3cr - Robert Hall
This is 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 includes exercises for timing and dexterity. We join the African dance course for a festive performance at the end of the term.

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 instrumentalists and singers of all levels of experience.
Courses

MUS 535 Jazz Ensemble - 2cr - Art Lande
The ensemble will rehearse and perform works representative of the jazz tradition, from the early jazz of the 1920's to music of the present, including students' compositions. Students develop improvisational skills by studying the harmonic, melodic and rhythmic devices of this broad period of music history. Works of composer/performers such as Louis Armstrong, Duke Ellington, Thelonious Monk, Ornette Coleman, Miles Davis, John Coltrane, and others are represented. Students audition to be placed in an ensemble with those of like interests and abilities.

MUS 538 African Marimba Ensemble - 2cr - Chris Zorn
This is an ensemble class in which we focus on the exciting, interlocking rhythms and melodies played by the Shona people of Zimbabwe. The ensemble consists of seven marimbas (3 sopranos, 2 tenors, baritone and the giant bass) along with drums and other percussion. The class is primarily hands-on, learning music in a community setting, but we also explore the rich cultural tradition and history of the Shona people and compare the music of Zimbabwe with other xylophone traditions in Africa and throughout the world.

MUS 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: MUS530 or permission of the instructor.

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 Vejracharya Dance (religious dance) of the Newari tradition along with the accompanying music played on the Nepali lap drum and cymbals. General dance and music will be taught initially with movement into specific interests as the class proceeds.

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. 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.

MUS 597 Private Music Lessons - 0.5-4cr - Faculty
Prerequisite: Open to InterArts: Music students and Transpersonal Counseling Psychology: Music Therapy students only.
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 503 Respecting Indigenous Sacred Ways - 1cr - Charles Cambridge
The threat of global homogenization felt so keen by traditional and indigenous peoples is heightened by something known as "cut flower" spirituality. This spirituality cuts the core of spiritual ceremony from the base of discipline and cultural life from which it grows. Recently, Native Americans have felt the impact of an intense interest in their tradition from middle class Anglos who suffer from a sense of rootless or spiritual poverty. The result has been an intense debate on and off reservations. Many Native Americans experience the appropriation of their sacred ways as a modern form of genocide and colonialism. This course, taught by a Navajo man, offers the opportunity for discussion and exploration of these powerful and sensitive issues. Satisfies pre-requisite for Introduction to Native American Studies.

NAM 510 Earth Circles and Traditional Wisdoms - 3cr - Lorain Fox Davis
There are remarkable similarities between indigenous traditions and Tibetan Buddhism, and inter-tribally, between widely divergent native peoples. This course explores the underlying diversity and parallels of earth-based spirituality and tribal ways. The model of this circle is central to traditional forms of spirituality and mind/body healing. Following the part of the medicine wheel, the sacred circle of life, and the mandala, we discover the wisdom shared by geographically diverse peoples and our fundamental connection to the Earth, our great mother. These sacred ways are often referred to not as religions, but as ways of life. There are universal principles underlying the spiritual path that lead us to recognize our essential nature. Through entering the circle, we find our center, spirit self. We experience our sacred relationship with life.

NAM 550 Contemporary Issues in Native America - 3cr - Eagle Cruz
While enjoying an incredible lifestyle, people in this country are aware of the problems of the Third World. Yet there is 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 Dart
Using modern and primitive materials and techniques in both classroom and outdoor settings, students learn many skills of emergency rescue and wilderness living. 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. There is a materials fee for this course.

NAM 580 Special Topos: Native American Spirituality and Mainstream America - 3cr - Eagle Cruz
This course is intended to furthering understanding of Native American spirituality and its message about human relationships with nature, and therefore will also address the political, economic, and social issues faced by indigenous peoples. Among these is the continuing colonial exploitation, occurring under many guises. An example is the appropriation of Native American spirituality by mainstream U.S. culture without understanding the complexity of relationship between conqueror and conquered. This course will explore in depth the political, ethical, cultural, economic, and spiritual issues.
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 sitting practice and psychology of meditation drawing from both the Shambhala and Buddhist traditions. In these traditions, sitting meditation is the most direct means of training in mindfulness/awareness, which is the basis of contemplative psychotherapy and healing.

PSY 320 Introduction to Psychology - 2cr - Faculty
Offered by the Contemplative Psychology (B.A.) Department.
This course is a study of the mainstream psychology of psychology from a humanistic to a rational and back again through symbolic, holistic, ecological, transpersonal, and contemplative systems. Students will be asked to come to our own interpretation of the world, particularly Naropa faculty.

PSY 326 Introduction to Dance/Movement Therapy - 2cr - Nicol McGough
Offered by the Interarts: Dance/Movement Studies Department.
This introductory course is 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 Introduction to Jung - 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 - Christine Denning
Offered by the Contemplative Psychology (B.A.) Department.
This is a survey course of humanistic psychology literature with the purpose of providing an exploration of and familiarization with, the perspective of humanistic/existential psychology. Students will be encouraged to identify and explore the issues of humanistic psychology, and to develop a personal view of its relevance in the field of psychology.

PSY 360 Approaches to Healing - 3cr - Johanna Reilly
Offered by the Contemplative Psychology (B.A.) Department.
This class will provide a basic overview of the theory, practice, and use of several natural approaches to health and healing. Emphasis will be placed upon the understanding and appreciation of these various modalities, and discerning when and for what they are appropriate. Students will participate in the developing and articulating their own paradigm of health and healing; discover natural inclinations and talents, and clarify their personal vision for future work in this field.

PSY 377 Introduction to Body Psychology: Embodiment 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 - Barbara Cargill
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 the authenticity of presence, students explore the ground of a healing relationship. The primary text is taken from articles written by Mary Whitehouse and Janet Adler, founders of authentic movement.

PSY 430 Exploring Dreams: Jungian Practice - 2cr - Gina Martin-Smith
Offered by the Contemplative Psychology (B.A.) Department.
This course focuses on practical work with dreams, using a broad Jungian actualization perspective. Prerequisite: PSY 330 Introduction to Jung or permission of the instructor.
Courses

PSY 455 Dynamics of Intimate Relationships - 2cr - Lynne Foote
Offered by the Contemplative Psychotherapy (B.A.) Department.
This course explores intimate relationships as a path of personal and spiritual development. We are challenged to become whole, to confront those undeveloped, repressed, and darker sides of ourselves which are reflected by the mirrors of our partner. Through selected readings, group process and discussion, music, poetry, storytelling and movies, we will work toward discovering and developing our unique path of love.

PSY 460 Topics in Healing: Voice and Sound - 2cr - Paul Oertel
Offered by the Contemplative Psychology (B.A.) Department
The purpose of this workshop is to explore the role of creative processes, image, dialog, and enactments in relation to 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 if we are receptive, playful, and willing to let go, and when we join heart with intellect, we can touch one of our deepest healing resources — the image. The image is the clear lens through which we can view, affect, and befriend life more genuinely. The image is the stuff of 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 of 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 479 Topics in Contemplative Psychology - 3cr - Faculty
Offered by the Contemplative Psychology (B.A.) Department.

PSY 482 Senior Seminar I - 2cr - Jane Carpenter-Cohn
Offered by the Contemplative Psychology (B.A.) Department.
This course is a follow-up to the Contemplative Experience seminar in which each student learns to refine the ability to question, research, and integrate material, as well as express his or her understanding of the material. 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 483 Senior Seminar II - 3cr - Jane Carpenter-Cohn
Offered by the Contemplative Psychology (B.A.) Department.
This course is a continuation of PSY 482.

PSY 486 Contemplative Psychology I: Compassionate Action - 3cr - Marvin Casper
Offered by the Contemplative Psychology (B.A.) Department.
The theme of this class will be the "Bodhisattva path" from the Buddhist tradition and similar teachings from other traditions. Students will explore how to develop their own bodhisattva qualities in various ways: through lectures, meditation, contemplations, discussions, and a weekly field assignment in which the student works with another person in a helping relationship.

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

PSY 501 Face to Face: Multimedia Portraits in Art Therapy - 1cr - Dottie Oatman
Offered by the Transpersonal Counseling Psychology (M.A.) Department
This is a primarily experiential class where participants will gain skill in creating a variety of portraits in drawing media, collage, and in clay. Shifting focus from the art products made to the process of making them, these sculpted and drawn faces will then be looked at as a way to make often silent but lively contact and communication with yourself and others. We will explore the use of such portraiture in art therapy as a way to foster relationship, empathy, intimacy, and self-expression. Case examples will be shared. No art experience necessary.

PSY 502 Negotiating and Resolving Conflict: Use in Professional Practice - 2cr - Claire Riley and Michael Caplan
Offered by the Transpersonal Counseling Psychology (M.A.) Department
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 effective 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 506 Language and Communication in the Healing Process - 2cr - Diane Rudine
Offered by the Contemplative Psychology (B.A.) Department.
Based on the principles and techniques developed by the late Dr. Milton Erickson, 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, learning how to 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 (M.A.) 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 initiative 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 (B.A.) 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 is the first course of a two part study of Somatic Psychology and continues with spring semester PSY 558, Embodying Process/Group.

PSY 512 Buddhist Psychology II: Maitri and Compassion - 2cr - Marvin Casper
Offered by the Contemplative Psychology (B.A.) 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 (M.A.) 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; and ensemble leadership. New methods of organizing, performing and relating are created on the spot. Meditation practice is included.

PSY 514 The Diamond Approach: Fulfilling Human Potential - 1cr - John Davis and Rennie Moran
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
Described and taught by Hameed Ali (A. H. Alama), the Diamond Approach is an original and thorough synthesis of psychological and spiritual wisdom. Using presentations, small-group exercises, and individual practices, this course introduces the central concepts and practices of the Diamond Approach.
Courses

PSY 515W Process Painting and Meditation - 1cr - Bernie Marsh
Offered by the Contemplative Psychology (B.A.) 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.

PSY 516 Contemplative Mountaineering - 1cr - Nicol McGough and Sherry Elms
Offered by the Somatic Psychology (B.A.) Department.
This class will allow students the opportunity to explore their relationship with their mind and attentional patterns while ascending a mountain. Instead of withdrawing from life's experiences, this course will offer participants the opportunity to courageously and consciously embrace a moment, an encounter, body, mind, and spirit, to learn how to meet each challenging new step. Students will practice the art of being present, of walking, of being present, 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 gift of awakening, which is no further away than the bloom and fruition of the present moment. Note: no prior climbing experience is necessary—only physical health and intent.

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 person's 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 518 Relationship Counseling Seminar - 2cr - Barbara Carter
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
This course offers students the opportunity to learn a specific model of relationship counseling. Each year one specific approach will be offered, and students will learn through appropriate methods (lecture, homework, practice exercises, etc.) how to use the model with individuals, couples, and/or groups.

PSY 519 A Feminist Perspective: Women's Issues in Life and Therapy - 2cr - Christina Kauffman
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
This course explores the social, political, biological, and psychological issues resulting from a gender-constructed socio-political model, and contrast this with the postmodern Feminist perspective emphasizing wholeness, diversity, opportunity, and relatedness. Integral to exploring a feminist model is the process of deconstruction of gender, including: abuse as a developmental crisis for women; oppression as a parameter for opportunity; and abandonment as punishment for achievement. The role of myth and ritual in maintaining and healing oppression is included. Deprofession, deconstruction of the status quo, and accountability are explored as basic to personal healing and social change. Application of these issues to psychotherapy is explored.

PSY 520 Psychology of Wilderness Experience - 8cr - Elizabeth Roberts and Elias Amidon
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
Ecology, deep ecology, transpersonal psychology, and wilderness rites of passage provide the foundations for this course; a week-long wilderness trip into the Utah canyons provides its grounding and focus. The journey includes a three-day period of solitude with the option of fasting. This course encourages a deeper connection to nature and your life journey, more lively engagement of the world, and more authentic service. Encountering wilder places in nature helps in recovering the wilder places in you, the places where guidance, aliveness, compassion and fascination with the world have not been suppressed or forgotten. This course means coming to know the extraordinary in the ordinary, the gift of the present moment, and it fosters this awareness in your everyday experience. This class is graded on a Pass/Fail basis. Three evening classes are required for participation. There is a $250 lab fee (for the cost of guides, equipment, and food) in addition to regular tuition and fees.

PSY 521 Touching the Moment: Mindfulness Retreat - 1cr - Dale Asrael
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
Mindfulness-learning to be fully present in each moment—in a way of discovering one's own inherent sanity and a method of developing healing presence as a resource for working with others. Mindfulness is a natural human capacity, but it can easily become obscured in the momentum and stress 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, 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 ($180), dormitory ($120), or camping ($100). Please bring your own meditation cushions. Registration deadline: June 7. Prerequisite: PSY 621 Psychology of Meditation I, REL 500 Meditation Practicum I, TRA 500 Shamatha Meditation Practicum, or permission of the instructor.
Courses

PSY 522 Jung and Gender: Jung’s Perspective and New Ideas on Masculine and Feminine Energy and Gender - 1cr - Eleanor Alden
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
Jung’s ideas on gender and the archetypes of masculine and feminine energy and how they act in men and women over the life span, have probably been as controversial as any of his concepts. We will look at his ideas of the animus and anima, the development of thought around those concepts by other Jungians, and at the contributions now made by those psychologists studying communication and adult development who are seeing similar patterns. Jung believed that all archetypes have a biological or instinctive level of expression: what some neurologists and evolutionary psychologists are researching seems to bear out this idea in the realm of gender.

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 Tara I - 2cr - Stephanie Mines
Offered by the Contemplative Psychology (B.A.) Department.
Designed to introduce students to a self care practice, this class lays the foundation for further study of Jin Shin Tara. Combining the fundamental principles of this acupressure-like approach to healing with an understanding of how trauma impacts all aspects of the human system, students will learn basic points on the body and how to treat both common ailments and common reactions to trauma. Joining ancient Taoist principles with a Western understanding of trauma, this class is an opportunity to participate in the “healer heal thyself” philosophy through study, practice, witnessing demonstrations, and hands-on experience.

PSY 527 Somatic Psychology Seminar - variable credit - Visiting 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.” This 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 the rhythm and flow of nature.

PSY 532 Storytelling and Mythology/ Jung - 1cr - Eleanor Alden
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 530 or PSY 602.

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 a mindful state of consciousness, 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 - Visiting Faculty
Offered by the Somatic Psychology (M.A.) Department.
PSY 538 Reflexology - 2cr - Faculty
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. No alcohol, drugs, or mood-altering medications (unless medically required) for 24 hours before this class.

PSY 541 Holotropic Breathwork - 1cr - Barbara Carter
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
Out of three-and-a-half decades of extensive research, Stanislav Grof has presented a map of the unconscious that challenges contemporary mechanistic models and offers important new insights into psychotherapeutic processes. Grof's model and his method for accessing and integrating deeper levels of the psyche will be the focus of this weekend workshop. Grof's method, Holotropic Breathwork, which he developed with his wife, Christina, uses music, vigorous breathing, bodywork and mandala drawing to access and integrate deeper levels of the psyche than are available in ordinary states of consciousness. This process is not appropriate for people with severe psychological problems or certain physical conditions such as pregnancy, heart disease, glaucoma, epilepsy, or infectious diseases.

PSY 542 Spiritual Emergency and Psychological Death-Rebirth - 1cr - Barbara Carter
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
Drawing on the work of Stanislav and Christina Grof as well as alchemy, tantric, shamanism, and Christian mysticism, we will look at contemporary psychospiritual crisis including its many expressions, characteristic stages and aspects, and different approaches to supporting individuals experiencing such crises. Prerequisite: PSY 670, Transpersonal Psychology, or permission of the instructor; recommended current enrollment in or previous experience of PSY 541, Holotropic Breathwork.

PSY 543 Human Sexuality/ Birth to Therapy - 2cr - Daphne Chellios
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.

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 Source - 1cr - Deborah Bowman
Offered by the Transpersonal Counseling Psychology (M.A.) Department
This course is designed for anyone who is interested in learning canoeing skills or has previous experience canoeing on a river and wishes to hone their skills. We shall be practicing awareness in a setting of community, silence, laughter, challenge, and the exquisite beauty of the Wyoming landscape.
Courses

PSY 551 Ecopsychology - 2cr - Jed Swift
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
Ecopsychology is an ancient and now re-emerging field of inquiry devoted to enhancing and healing our relationship with the natural world. It is about being both fully human and fully in relationship with the natural systems all around us. Ecopsychology is based on experience and participation in the "more than human world", and is concerned with healing the illusion of separation that exists between self and nature. This course will be highly experiential and will often take place in natural settings near Boulder. Topics we will explore include: The ecological self, eco-therapies, wilderness rites-of-passage, nature mysticism, cross-cultural and shamanic perspectives, the potential contribution of ecopsychology to both psychology and the environmental movement, and other views on self, nature, and spirit.

PSY 552 Biblical and Gnostic Archetypes: Jungian Perspectives - 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 nuancess; some appear to be "patriarchal" today, and therefore suspect. Yet powerful and relevant images of sacrifice, human journeys, sibling rivalry, betrayals and other motifs abound. We will examine the stories to remove their "patriarchal persona" and find the ageless patterns of the psyche's journey, as well as to see the holographic way individual development is repeated in cultural development. Jungian background recommended.

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 style. Fairy tales will be analyzed as collective cultural creations and Eastern and Western Mythological systems will be looked at through the work of Joseph Campbell. The goals are to provide a deep understanding of the symbolic nature of mind.

PSY 557 Somatic Arts - 2cr - Nicol McGough
Offered by the Somatic Psychology (M.A.) Department.
This course is designed to explore the relationship between creative and therapeutic processes. Students will work on expressing themselves through movement, voice, music, writing, art, and environment to bring creativity to form and explore the therapeutic special population applications. This class is a nurturing opportunity for students to learn about the expressive arts therapies through personal exploration.

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. This is the second part of a two part class and may only be taught every other year. Prerequisite: PSY 508 and permission of the instructor.

PSY 560 Transforming Addictions - 2cr - Jack Latino
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
Addiction is a part of the human condition. They have a negative impact on individuals, family members, loved ones, and the community. This course explores the physical, mental, emotional, and spiritual nature of alcohol and drug dependency and other addictive behaviors. Assessment, therapeutic techniques, intervention, and inpatient and outpatient treatment are discussed. We explore the contributions, as well as the strengths and weaknesses, of 12-step and other self-help recovery groups. We also investigate the interrelationship of alcohol and drug abuse and other addictive behaviors with attachment and bonding disruptions in early childhood and childhood trauma. Lectures, guest lectures, discussions, role play, 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 563 Jung, Dreams and Creative Expression - 2cr - Deborah Bowman
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
The creative expression of our dreams is a form of active imagination. Our visions continue to unfold before us as we paint and sculpt their impressions from our mind's eye. Psychiatrist Carl Jung urged his clients to dialogue with the characters that came to them in their night reveries and suggested that a drawing could answer a dream riddle with which the intellect has wrestled in vain. In exploring our dreams, we will utilize art materials, dramatic enactment and quiet reflection in order to deepen our understanding of ourselves and bring forth inspiration, creativity and change. Prerequisite: Introduction to Jungian Psychology or permission of the instructor.
Courses

PSY 564 Journeying With Death and Loss: Harvesting the Jewels - 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 one’s 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 Sounding the Psyche: Music in Group Process - 1cr - Laurie Rogenstein
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 facilitate self-exploration, including feelings about music-making and creative expression, and to experience relationships with others through sound, music, and related arts. No previous musical training is required.

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-awareness, sensitivity, and biodynamic health. 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 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 experience and the habitual tendencies which limit us. Working with and without words, we use principles of creativity which can act as agents of change, allowing energy to move, perspective to open, and a friendlier heart toward oneself and others. Working individually and in small groups prepares the ground for using expressive arts as a medium for healing when working with others.

PSY 571 Personality Theories - 2cr - Spencer 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.

PSY 572 Methods of Psychotherapy - 2cr - Barbara Carter
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
This course is a study of the theory and practice of the four major forces in psychology: Psychoanalysis, Behaviorism, Humanistic-Existential Psychology and Transpersonal Psychology. This course will provide a basis from which students will begin to develop and articulate their own psychotherapeutic attitudes, beliefs, and approaches.

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, creating a space for被打的, supporting integration and awakening. 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 566 or permission of the instructor.

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

PSY 578 Exploring the Role of Music in Therapy - 3cr - Laurie Rogenstein & David Rogenstein
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.
Courses

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, ecopsychology, psychotherapy and contemplative practice, initiation, and community and have included such esteemed faculty as Frances Vaughan, Roger Walsh, Laura Sewall, David Abram, and Malidome Some. Topics and faculty vary from year to year.

PSY 586 Jin Shin I - 2cr - Stephanie Mines
Offered by the Contemplative Psychology (B.A.) Department.
This course is a continuation of PSY 526.

PSY 590 Psychodrama: The Link Between Drama and Therapy - 1cr - Carl Hollander
Offered by the Transpersonal Counseling Psychology (M.A.) Department
This weekend course explores the history and theory of psychodrama, as created by Dr. Jacob L. Moreno. Specific psychodramatic techniques will be presented. A warming up process designed to promote interaction within the class will create a safe space for progressively more complex experiential exercises. Each enactment will follow with a Sharing and a didactic integration. This class is cross-listed with THR 503.

PSY 600 Child Development - 2cr - Duy Freeman and Diane Israel
Offered by the Transpersonal Counseling Psychology (M.A.) Department
This course traces psychological development from birth to adolescence. It provides an introduction to some of the major developmental theories and their applications. Material will be presented through lecture, presentations, readings, class discussion, observations and self-exploration as well as personal experience. Students will develop an intellectual and theoretical knowledge of development and an insightful understanding of a "child" and the child's place in the world. Although this course is not specifically designed to study developmental problems or psychotherapy with children, such implications will be woven throughout.

PSY 601 Gestalt I: Awareness - 3cr - Faculty
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
The foundations of gestalt awareness are explored experientially with individual, dyadic, and group exercises. Central concepts of wholeness, present-centered awareness, self-responsibility, body awareness, contact and boundary disturbances are introduced. Transpersonal roots, community building, and development of the I-Thou relationship as the basis of therapeutic work are emphasized. Prerequisite: Admission to the Transpersonal Counseling Psychology Program.

PSY 602 Introduction to Jungian Psychology - 2cr - Eleanor Aiden
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 - 2cr - Michael Franklin
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
Students will explore various views of and approaches to the art making process as it relates to creativity, healing, and the therapeutic relationship. Through a hands-on relationship with a variety of visual art media, students will begin cultivating observational, notational, and communicative skills relative to the art making process, the product, and the would-be-client.

PSY 605 Counseling Relationship I/Music Therapy: Lifestyles and Career - 3cr - Laurie Rogenstein
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
This is the first half of a 2-semester class focusing on learning effective communication skills as they apply to the counseling relationship in music therapy. These skills include active listening, assertiveness, and non-verbal communication. Lifestyles and careers will also be explored as part of the class. Attention will be given to music as a means of communication within the therapeutic setting. However, the primary focus of this class is on verbal counseling skills which will be used in the music therapy setting. Class time will consist of lecture/discussion and experiential practice.

PSY 606 Movement Therapy Skills I - 3cr - Janice Bull
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. Prerequisite: for Somatic Psychology students only.
PSY 607 Theory: Diagnosis and Assessment - 2cr - Ryan Kennedy
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 Kissel 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 brilliant sanity. Using Buddhist and Shambhala teachings, this course explores both intrinsic health and the obstacles to experiencing it fully. The practice of mindfulness/awareness sitting meditation is introduced.

PSY 609 Group Process - 1cr - Helena Unger, Senior Teacher
Offered by the Contemplative Psychotherapy (M.A.) Department.
Students participate in small groups throughout their tenure in the program. Emphasis is on providing support for the students' journey.

PSY 610 Human Development - 3cr - Duoy Freeman and Lynne Poote
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
This course is an exploration of the social, psychological, and spiritual aspects of human development and provides an introduction to some of the major child and adult developmental theorists as well as some of the applications of these theories. Students will be encouraged to re-visit their own developmental path. The material will be presented through lecture, guest presentation, readings, class discussions, and observations.

PSY 611 Counseling Relationship I: Lifestyles and Career - 3cr - Reesa Porter, Darion Gracen, Diana Guth, and Ben Cohen
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
The first of two semesters, this class focuses on effective communication skills and establishing the counseling relationship, within a transpersonal perspective. Topics include: presence, empathy, active listening, non-verbal communication, diversity, career counseling, and boundaries. Class format includes lecture, discussion, and experimental methods as well as audio and video taping. Prerequisite: Admission to the Transpersonal Counseling Psychology Program (required first-year course).

PSY 615 Music Therapy Experiential - 2cr - Laurie Egenstein
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
It is the philosophy of the Naropa Music Therapy Program that, in order to help others, music therapists need to develop an understanding of their own relationship with music. This class is designed to facilitate the exploration of yourself, your feelings about making music, and your relations with others through sound, music, and related arts. This is a "here and now" group, focusing on moment-to-moment feelings, thoughts, and experiences of the group members.

PSY 616 Group Process and Dance Therapy - 2cr - Barbara Cargill
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 Marian 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.

PSY 618 Child Development: Contemplative View - 2cr - Sarah Bennett
Offered by the Contemplative Psychotherapy (M.A.) Department.
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.
Courses

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 624 Art Therapy Studio - 1cr - Bernie Marek
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
Art Therapy Studio will allow students the opportunity to personally practice, investigate, and expand the use of art media in an open studio format. Process painting, use of clay, and Mandala drawing will be explored. Personal and transpersonal imagery will be explored and shared as a part of understanding the role of therapeutic community. Prerequisite: PSY 604, Art Therapy Foundation Skills I and PSY 634, History and Theory of Art Therapy.

PSY 625 Music Therapy: History, Theory and Practice - 2cr - Mary Erickson
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
This course introduces, defines, and explores music therapy historically, in theory and in practice, including its application throughout history and in the world today. The course will cause the student to be aware of the powerful force of music and will provide insights and exposure to the uses of music and sound in healing through improvisations, lectures, discussions, and experiential exercises.

PSY 626 Psychology of the Body I - 2cr - Kekuni Minton
Offered by the Somatic Psychology (M.A.) Department.
In this course, we will incorporate and experiential and theoretical knowledge of Reichian, neo-Reichian and post-Reichian body-centered therapies. The course provides an historic overview of the evolution of body-centered theory and technique with an emphasis on clinical discrimination of different forms 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.

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 psychotherapy as a conceptual framework and psychology as a practice discipline.

PSY 629 Group Process III - 3cr - 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 - Anne Shopp
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
Students will become familiar with the works of early and contemporary art therapy practitioners. In addition, students will explore various theoretical approaches in the field by examining general principles, goals, and approaches to art therapy. In class, art therapy experiences and discussion will further build a foundation for practice in the field. Prerequisite: Admission to the Art Therapy Program.

PSY 635 Guitar Skills for Music Therapy - 1cr - Laurie Rugenstein
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
This class will focus on developing the basic guitar skills that are necessary in order to pass the music therapy guitar proficiency. These skills include learning open position chords, strumming styles for different rhythms, creating accompaniment for vocals, transposition, and harmonization. The course is designed for beginning guitarists and those wishing to improve their foundational guitar skills. Students must provide their own guitars.

PSY 636 Body and Its Psychological Patterns - 4cr - Susan Apokshyan
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 conceptually, our study includes the major systems 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.
Courses

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 639.

PSY 641 Clinical Practicum - 1cr - Darion Gracen
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
Students refine and further develop basic counseling skills including awareness of client dynamics, moment-to-moment awareness of self and other, identification of transference and counter-transference issues, and use of appropriate interventions. Counseling practicum includes an individualized learning plan for each student and utilizes experiential class exercises, video taping of practice clients, and consultation with the instructor. Prerequisite: Counseling Relationships I and II.

PSY 646 Meditation and Psychotherapy - 2cr - Larry Walsh
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 our dances with life. The practice of mindful-awareness kindles this ground with openness, curiosity, gentleness and non-judgment. It allows any moment of living experience to be touched, embraced and learned from. This arises because we discover, through practice, our intrinsic sanity and the first realization that mind exists—and then that it does not. We look at the relationship between sanity, neurosis, space and energy.

PSY 647 A Body-Centered Approach to Couples Therapy - 2cr - Kakuni 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 - Lynne Foote
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
This course is an exploration of the social, psychological, and spiritual transitions of adult life. Students will be encouraged to confront their own sense of adult development and life transitions. We will examine such issues as: work, transitions, relationships, gender differences, lifestyle, money, health, aging, finding meaning, and death. Clinical applications for psychotherapeutic counseling are addressed.

PSY 651 Gestalt II: Experiment - 3cr - Faculty
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
Demonstrations of individual and group experiments are followed by didactic learning that further explores the central gestalt themes. The concepts of organicity, figure-ground perceptual fields, polarities, top-dog/under-dog, the four explosions, contact boundary, and satisfaction/frustration are explored. The process of a therapeutic experiment is introduced, and students learn to identify stages of a gestalt working. Prerequisite: PSY 601, Gestalt I.

PSY 654 Art Therapy Skills II: Transpersonal - 2cr - Mimi Farrelly-Hansen
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
Students explore contemplative and transpersonal approaches to art therapy, and begin integrating counseling relationship skills, such as presence and empathy, into their developing abilities as art therapists.

PSY 655 Counseling Relationship II/Music Therapy: Techniques and Practice - 3cr - Laurie Rugenstein
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
This is the second half of a 2-semester class focusing on learning effective communication skills as they apply to the counseling relationship in music therapy. Attention will be given to music as a means of communication within the therapeutic setting. Students will learn to write session plans and to facilitate music therapy experiences. In addition, students will explore other aspects of the counseling relationship including resistance, transference, counter-transference, and the client in crisis. Class time will consist of lecture/discussion and experiential practice. Students will observe the clinical work of music therapists practicing in the Front Range area. Prerequisites: PSY 654, Counseling Relationship I/Music Therapy: Lifestyles and Career; and PSY 626, Music Therapy: History, Theory, and Practice.

PSY 656 Movement Therapy Skills II - 3cr - Janice Bull
Offered by the Somatic Psychology (M.A.) Department.
This course is a continuation of PSY 606. Prerequisite: For Somatic Psychology students only.
Courses

PSY 657 Theory: Body-Based Psychotherapy - 2.5cr - Christine Caldwell and Kehuni 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 addresses 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 Karels
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.

PSY 660 Clinical Assessment - 3cr - Gwen Barbee and Dena Gitterman
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
This course focuses on skills of assessment, treatment planning, the DSM IV, transpersonal assessments, and an introduction to psychoactive medications. Prerequisite: PSY 611, 651, Counseling Relationship I, II, PSY 670, Transpersonal Psychology, and PSY 700, Research & Statistics.

PSY 661 Counseling Relationship II: Techniques and Practice - 3cr - Diana Guth, Reesa Porter, Darion Gracen, and Ben Cohen
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
During the second semester of this class, students will deepen their practice and understanding of effective counseling skills by working in pairs with another student. The class will also cover the following topics: transference, projection, resistance, lifestyles, suicide, beginning, middle, and end phases of therapy, and beginning and ending the session. Prerequisite: PSY 611, Counseling Relationship I: Lifestyles and Career.

PSY 664 Child Development and Art Therapy - 2cr - Faculty
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
This course examines the cognitive, emotional, moral, and artistic development of children, ages 2-12 as well as the transpersonal dimensions of birth and childhood, and an introduction to family systems. Students will develop skillful means in their application of theory through in-class art experientials, role play, and in-depth examination of art work produced by normal and disturbed children.

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 Fortney
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 in experiencing the shift in perception that comes from seeing a family as a system - with its own organization and life -- beyond that of the individual. In addition, students explore their families of origin as a ground for working with others. The course consists of lectures, student presentations, class discussions, and experiential exercises.

PSY 669 Meditation Practicum III - 0.5cr - Faculty
Offered by the Contemplative Psychotherapy (M.A.) Department.
The half-credit meditation practicum classes provide continuing support for students' personal and meditation practices and for the gathering of the class community. Sitting practice, brief readings, talks, and group discussion may be included.

PSY 670 Transpersonal Psychology - 3cr - Barbara Carter
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 the history and current issues of Transpersonal Psychology, it seeks to provide the student with the means to examine new developments in the field. Prerequisite: Admission to the Transpersonal Counseling Psychology (M.A.) Program or permission of instructor.
Courses

PSY 671 Psychology of Meditation II: Applications To Counseling - 2cr - David Chernikoff, and Bruce Tipt
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
This course builds on the foundation provided by PSY 621, Psychology of Meditation I. 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. Prerequisite: PSY 621, Psychology of Meditation I and PSY 720, Meditation Practicum I.

PSY 674 Adult and Career Development - Art Therapy - 2cr - Bob Koeschlin
Offered by the Transpersonal Counseling Psychology (M.A.) Department
Blending developmental theories of adulthood with art therapy applications for adults, this class will examine adult issues including career, relationships, and spirituality. There will be a balance of lecture/discussion of readings and experientials in the topic areas. Developmental theorists such as Vaillant, Gilligan, Erickson, and Jung will be explored. Active participation by students in discussion of readings and art therapy processes will be required.

PSY 676 Psychology of the Body II - 1cr - Faculty
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 Arne 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.

PSY 677 Child-Adult Development - 3cr - Barbara Cargill
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 - Pat Patton
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 experience 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 - 0.5cr - Faculty
Offered by the Contemplative Psychotherapy (M.A.) Department.
This course is a continuation of PSY 669.

PSY 680 Group Dynamics and Leadership - 3cr - Christina Kauffman and Darton Gracen
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
This course includes basic concepts and theories about groups, including development, dynamics, mechanics, problems, and styles of leadership. Class consists of lecture and experiential processes. Prerequisite: PSY 611, 661, Counseling Relationship I, II, PSY 616, Human Development, and PSY 670, Transpersonal Psychology.

PSY 681 Gestalt Community Intensive - 2cr - Duey Freeman and Duane Mullner
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
This course may be taken after the completion of PSY 601 and PSY 651. 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 684 Clinical Assessment: Art Therapy - 3cr - Faculty
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
Art therapists must apply diagnostic and descriptive terms to the behavior they encounter with clients. Understanding the underlying causes and dynamics is critical to effective administration of assessments and to the development of treatment plans. This course examines the broad range of mental disorders in the DSM IV and prepares students to utilize a variety of art therapy assessments for treatment planning. Prerequisite: Completion of PSY 694, 654, Art Therapy Skills I, II, and PSY 654, History and Theory of Art Therapy.
Courses

PSY 686  Body and Therapeutic Change - 2cr  - Susan Apostyan
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  - Nicol McCough
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. An on-site clinical visit introduces the student to the state psychiatric facility, 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. A limited number of non-program students may be permitted to attend by permission of the department chair.

PSY 699 Independent Study - 1-3cr  - Faculty

PSY 700 Research and Statistics - 2cr  - Bran Gagliardi, Andy Dorsey, and Ivy Siegel
Offered by the Transpersonal Counseling Psychology (M.A.), the Contemplative Psychotherapy (M.A.), and the Somatic Psychology (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 and interpretation, program evaluation, research ethics, and strategies for literature searches. The course seeks to be applicable and useful for both professional and personal growth and includes lecture, discussion, and practice exercises.

PSY 701 Gestalt Awareness III - 2cr  - Betty Cannon, Duane Muller, Linda Blakeslee, and Mary Schlesinger
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.

PSY 702 Jungian Dreamwork - 2cr  - Eleanor Alden
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
This course will lay the foundations and develop an understanding of Jungian dreamwork from both a theoretical and a practical perspective. Emphasis will be placed on the practical use of dreams in therapy and in one's own personal life. We will look at the structure and process of dreams, objective and subjective interpretations, associations and amplifications, complexes as seen in dreams, compensatory and complementary meanings, mythological and archetypal motifs, prognosis from dreams, and the use of dreams in the individuation process.

PSY 704 Art Therapy Skills III: Group Therapy and Art Therapy - 3cr  - Nora Swan-Foster
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
This course offers the opportunity to learn the principles of group psychotherapy and art therapy with different populations by practicing being a participant, a leader, and an observer in in-class group experiences. Reading, writing, and discussion will further develop skills regarding both verbal and non-verbal group processes resulting from group art making. Note: $20.00 lab fee. Prerequisite: PSY 604, Art Therapy Skills I and PSY 634, History and Theory of Art Therapy.

PSY 705 Music Therapy Practicum I - 1cr  - Faculty
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
This class is intended to prepare students for Music Therapy Field Placement. Students will provide music therapy services in a community agency with a special population. Music therapy supervision will be provided by the instructor of the class. Students will develop skill in writing assessments, formulating treatment goals, and writing session plans and progress notes. Prerequisite: Permission of department.

PSY 706 Integrating Therapeutic Modalities - 2.5cr  - Nicol McCough
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 687. For Somatic Psychology students only.
Courses

PSY 707 Multicultural Issues in Art Therapy - 2cr - Deb Pirian
Offered by the Transpersonal Counseling Psychology (M.A.) Department
This course explores cultural differences within our society as well as the dynamics of oppression and stereotyping. Students will also examine their own cultural heritage and at least one other culture. Issues concerning work with clients of a different culture will be discussed. The use of art in therapy and cultural diversity in art will be explored.

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 transmuting illness to health. Buddhist approaches and those of other contemplative traditions are explored. Class format emphasizes student discussion of key issues.

PSY 709 Meditation Practicum V - .5cr - Faculty
Offered by the Contemplative Psychotherapy (M.A.) Department.
This course is a continuation of PSY 679.

PSY 710 Family Systems - 3cr - Ducey Freeman and Lynne Foote
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
This course is an entry level examination of family process and family therapy. Drawing from a Systems approach, the student will learn how to shift his/her focus from the individual to the dynamic interplay between members of a couple or family. Major schools of family therapy will be studied. Experiential exercises and role playing will complement the theoretical learning. Students will explore their own family of origin as a ground for working with others. Prerequisite: PSY 610, Human Development.

PSY 715 Music Skills - 2cr - Faculty
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
Musical foundation skills will be explored with an emphasis on their application to the clinical setting. Students will have the opportunity to work on guitar, keyboard, and vocal skills, and to develop composition, arranging, and conducting skills for clinical work. Prerequisite: Permission of the department.

PSY 716 Systems Skills in Body-Based Psychotherapy - 2cr - Barbara Cargill
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 - 2cr - 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 - .5cr - 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 in Everyday Life - 1cr - 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, Psychology of Meditation I. Students meet in small groups for sitting and walking meditation sessions and discussion. Individual meditation instruction is provided. Prerequisite: PSY 621, Psychology of Meditation I.
Courses

PSY 726 Laban: Observation and Assessment - 2cr - Faculty
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, energy, and flow based on these theories.

PSY 728 Therapeutic Relationships I - 2cr - Sharon Conlin and Karen Kissel Wagesi
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 personal discipline of mindfulness/awareness practice which cultivates self-understanding with 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 in this sequence of classes (PSY 726, PSY 728, and PSY 728) include both experiential and intellectual components.

PSY 729 Group Process VI - 1cr - 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 - 1cr - 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.

PSY 731 Psychosynthesis - 1cr - Shona Stanberry
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
This course will examine the fundamental concepts of Psychosynthesis. Both theoretical and experiential methods will be applied. Psychosynthesis is called the bridge between psychology and spirituality because it offers a framework, maps, and methodology which enables both therapist and client to view the personality as the vehicle through which the Self can be expressed. Further, it explores what issues and dynamics need to be resolved which limit that expression.

PSY 732 Clinical Improvisation/Music Therapy - 2cr - Faculty
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
This course focuses on learning how to use clinical improvisation as a therapeutic tool. Each class begins with improvisation and through a combination of lecture, workshop, peer supervision, and class presentations, philosophies and techniques of clinical improvisation will be studied. Each student will also define how they can incorporate this tool into their own work. Prerequisite: Must be enrolled in PSY 735, Music Therapy Practicum II.

PSY 734 Adolescent and Family Art Therapy - 2cr - Faculty
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
The theory of separation-individuation and of family therapy will be integrated with readings from the art therapy literature. Students will deepen their understanding of family systems and the normal and abnormal development of individuals ages 13-18 through the examination of their art productions. Particular focus will be on the development of techniques that address the issues that adolescents and families face today such as violence, sexual trauma, substance abuse, and divorce.

PSY 735 Music Therapy Practicum II - 1cr - Faculty
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
A continuation of Music Therapy Practicum I, this class is intended to prepare students for Music Therapy Field Placement. Students will provide music therapy services in a community agency with a special population. Music therapy supervision will be provided by the instructor of the class. Students will develop skill in writing assessments, formulating treatment goals, and writing session plans and progress notes. Prerequisite: Permission of the department.

PSY 736 Methods of Psychotherapy - 1.5cr - Howard Apostayan
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.
Courses

PSY 738 Psychopathology II: Psychosis - 2cr - 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 709.

PSY 741 Solution - Focused Brief Therapy - 1cr - 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. Prerequisites: PSY 611, PSY 561, Counseling Relationship I and II.

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
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 elder 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 Group Process VI. A lab fee of $150.00 is required.

PSY 751 Gestalt Awareness IV - 2cr - Betty Cannon, Mary Schiesinger, Linda Blakeslee, and Duane Muliner
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: Art Therapy: Special Populations - 3cr - Michael Franklin
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
Students will learn to utilize a variety of art therapy assessments and treatment modalities for working with a range of populations in clinical settings. Application to theory will occur through hands-on experimentation with art therapy techniques designed to meet the needs of individuals suffering with chronic mental illness and neurological impairment as well as survivors of trauma and individuals experiencing psychospiritual crises.

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 process of pre- and perinatal 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. Prerequisites: 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 759.

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PSY 761 Gestalt Theory - 2cr - Betty Cannon
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
This course approaches Gestalt theory from the perspective of its roots in connection with four other approaches: body oriented psychotherapy, psychoanalysis, existential therapy, and transpersonal psychology. Following a review of Gestalt principles and practice, the course will explore connections between and differences from these other approaches. Prerequisite: at least one semester of Gestalt.

PSY 764 Art Therapy Clinical Observation - 1cr - Anne Shopp
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
This course will provide an opportunity for students to develop basic art therapy clinical skills through 100 hours of practice and observation at an agency, institution, or hospital. The lectures will focus on further development of students' clinical skills, including treatment planning, assessment, and group development. Prerequisite: Completion of first-year art therapy and transpersonal counseling courses.

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.
Each year this class explores a topic relevant to the practice of contemplative psychotherapy. Texts differ each year and have included Khenpo Tsultrim Gyamtso Rinpoche'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. In the fall, 1997, we will examine a diversity of spiritual traditions.

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 for Oneself and Others - 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. Prerequisite: PSY 621, Psychology of Meditation I and PSY 740, Meditation Practicum I.

PSY 772 Hakomi: Grounding the Transpersonal - 2cr - Diana Outh
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 experiences 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. This experiential class will explore the principles of Hakomi and provide introductory practice with some of the techniques.

PSY 775 Music Therapy Special Populations - 2cr - Mary Erickson
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
Music therapy can have a powerful effect on individuals of any age who have labels such as autism, developmental disabilities, sensory impairments, emotional disturbance, mental illness, or who are geriatric. The course will provide insight into individuals in these and other special populations including age of onset, description, prognosis, and treatment, and the use of music therapy with each. The course includes lectures, discussion, and an opportunity to talk to and make music with some individual in special populations. Prerequisite: PSY 626, Music Therapy: History, Theory, and Practice.

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.
Courses

PSY 789 Therapy With Children and Adolescents - 2cr - Ducey Freeman
Offered by the Transpersonal Counseling Psychology (M.A.) Department
This course focuses on the essentials of therapy with children, adolescents, and the family system in which they live. Basic diagnostic treatment techniques that pertain directly to working with children will be covered. Diagnostically, we will look at children from a developmental perspective, tying developmental issues to emotional issues for the involved children and their "parents." We will explore and practice a variety of treatment techniques; where, how, and why they can be used. We will also examine issues particular to children such as: learning disabilities, opposition, suicide, guardianship, ADD and ADHD, child abuse, reporting issues and related issues. Prerequisite: PSY 600, Child Development or PSY 610, Human Development.

PSY 786 Music Therapy Pre-Field Placement - 2cr - Laurie Rugenstein
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
This course 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 Apooshian
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. Prerequisite: For Somatic Psychology students only.

PSY 787 Cultivating Aliveness: Body-Mind Psychotherapy Seminar - 2cr - Susan Apooshian
Offered by the Somatic Psychology (M.A.) Department.
This seminar continues the work begun in PSY 686, Body and Therapeutic Change. It provides an opportunity to review the theory of Body-Mind Psychotherapy (BMP) and gain further experience applying this approach clinically. BMP is an approach to psychotherapy which works with negotiation, integration, and energetic development on relational, organismic, systemic, and cellular levels. In this class we will review these basic theories and practices. Following this review, we will focus on clinical applications. Students will perform practice sessions both in and outside the class. Within class, we will review the practice sessions and work with deepening the student's clinical skills through consultation and discussion. Prerequisite: PSY 686, Body and Therapeutic Change, or permission of the instructor.

PSY 788 Therapeutic Relationships III - 1cr - Lauren Casalino
Offered by the Contemplative Psychotherapy (M.A.) Department.
The emphasis in this class is 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 781 Advanced Child & Adolescent Therapy - 1cr - Ducey Freeman
Offered by the Transpersonal Counseling Psychology (M.A.) Department
An advanced course for working with children, adolescents, and their families, this course will focus on turning the theory of previous classes into the practical. Many case studies and demonstrations with class members as family members will be used. Students will receive the opportunity to practice with other students as well as present their own "cases." The instructor uses a model that integrates Developmental process, Gestalt, Psychodrama, and Family Therapy. Prerequisite: PSY 600, Child Development and PSY 780, Therapy with Children & Adolescents.

PSY 785 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 - Faculty
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 II/Art Therapy - 3cr - Anne Shapp
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. Prerequisite: All required art therapy and transpersonal counseling psychology courses.
Courses

PSY 805 Field Placement I/Music Therapy - 3cr - Laurie Rugenstein
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
This course requires that the student be enrolled in an approved internship and in Professional Seminar and Ethics I. Working in a music therapy and counseling setting, students will examine and participate in the evaluation of their professional knowledge, personal qualities, musical skills, and specific counseling skills. Prerequisite: Permission of Department.

PSY 808 Field Placement I - 4cr - Catherine Azar, 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 patient care.

PSY 810 Professional Seminar & Ethics I - 2.5cr - Reesa Porter, Roland Evans, and other TCP Faculty
Offered by the Transpersonal Counseling Psychology (M.A.) Department
This course is designed to provide a supportive and instructional forum for students currently enrolled in field placement. Practical and theoretical issues related to the internship such as ethics, therapeutic technique and style, transference and countertransference, professional issues regarding the organizational structure of mental health agencies, and the supervisory experience will be examined. Students are expected to discuss personal and professional issues related to specific cases and explore ethical questions that may arise in their internship. Prerequisite: Must be enrolled in PSY 800, Field Placement I.

PSY 812 Process Oriented Psychotherapy - 2cr - Michael Smith
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
This class is designed to introduce the principles of process oriented psychotherapy (POP). At least three approaches to POP will be presented, and we will go into more depth in the style developed by Arnold Mindell. The class will build upon basics and progress to more difficult material. Prerequisites: PSY 611, 661, Counseling Relationship I, II.

PSY 814 Professional Seminar and Ethics I: Art Therapy - 3cr - Faculty
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
In this class the student will explore the ethical and legal issues of clinical practice while discussing the standards of practice and professional issues of clinical art therapy practice in agencies. Assessment, confidentiality, treatment planning and documentation, and the development of therapeutic alliances and relationships will be explored. Students will prepare a written case study (6-8 sessions in length) and present case material and artwork to the class for discussion. Review of all case material will be made by a registered art therapist. Prerequisite: All art therapy and transpersonal counseling psychology courses.

PSY 815 Professional Seminar and Ethics I: Music Therapy - 3cr - 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 I. 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 sites. Students will spend one hour of class time each week focusing on developing self-awareness through engaging in musical experiences and will work with expressive improvisation and ensemble playing to explore intrapersonal and interpersonal responses to music. Prerequisite: Permission of department.

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

PSY 816 Somatic 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 - Faculty
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/Movement Therapy Internship Seminar I (Section A) - 1.5cr - Barbara Cargill
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 classes. 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 Somatic Psychology Internship Seminar I (Section B) - 1.6cr - Susan Apooyan
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 - 0.6cr - Barbara Carter, Christina Kauffman, Jack Lavino, and other TCP faculty
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
This class supports students writing the final paper required for graduation. The purpose of this paper is to demonstrate the integration of theory and practice based on a particular theme or focus arising out of the internship experience. The paper includes major elements: an analytical evaluation of the internship experience, an introduction to a theoretical base, including a literature review; a contemplative review of the student’s internship experience; and a conclusion or summary statement. The seminar instructor will guide the writing process, provide critical feedback, and submit the final grade. Prerequisite: Students must be currently enrolled in PSY 800 and PSY 850, Field Placement I, II.

PSY 836 Thesis Seminar - 1cr - Barbara Cargill
Offered by the Somatic Psychology (M.A.) Department.
This course develops 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 840 Transpersonal Assessment Skills - 1cr - Darion Gracen
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
This class offers an overview of several ancient and contemporary diagnostic tools which reveal what is “naturally unique” for your client in terms of learning style, patterns of change, and perceptions of self awareness. The Enneagram, Learning Styles, Myers-Briggs Analysis will be included among others. Prerequisite: PSY 611, 661, Counseling Relationship I, II.

PSY 841 Integrative Transpersonal Psychotherapy - 2cr - Roland Evans
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
This is an advanced level psychotherapy course for students who wish to extend their formulation and intervention skills within an expanded awareness of personal and transpersonal processes. Using an adapted general systems and process framework, students will learn to integrate a variety of theoretical and practical approaches to psychotherapy. This will enable them to experience an expanded vision of psychotherapy and allow them to explore their own developing style of being a therapist. Participants will achieve an increased sensitivity to various levels of psychological and transpersonal processes: within the client, within themselves as therapists, and in the therapeutic relationship. Students can expect to become clearer and more effective in their therapeutic practice, develop an increased awareness of themselves, and be able to integrate their previous learning in transpersonal psychology into a coherent personal framework. Prerequisite: PSY 611, 661, Counseling Relationship I, II, and PSY 670, Transpersonal Psychology.

PSY 850 Field Placement II - 3cr - Faculty
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.
This course is a continuation of PSY 804.

PSY 855 Field Placement II/Music Therapy - 3cr - Laurie Rugenstein
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
This course is designed to be completed in an approved internship and Professional Seminar and Ethics II. Working in a music therapy and counseling setting, students will examine and participate in the evaluation of their professional knowledge, personal qualities, musical skills, and specific counseling skills. Prerequisite: PSY 815, Professional Seminar in Music Therapy I, PSY 805, Music Therapy Field Placement I, and all prerequisites for Music Therapy Field Placement I.

PSY 856 Professional Preparedness - 3cr - Nicole 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. The course explores 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.
Courses

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 other TCP faculty
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
This course is a continuation of PSY 810. Prerequisite: Must be enrolled in PSY 850, Field Placement II.

PSY 863 Music Therapy Field Placement III - 1cr - Laura Beer
Offered by the Transpersonal Counseling Psychology (M.A.) Department
This course is a continuation of PSY 855.

PSY 864 Professional Seminar and Ethics II: Art Therapy - 3cr - Faculty
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
This course is a continuation of PSY 814, Professional Seminar and Ethics I: Art Therapy. Weekly meetings led by a registered art therapist invite discussion of professional issues relevant to the clinical practice of art therapy. Assessment, treatment planning, documentation, transference and countertransference, and legal and ethical concerns will be discussed as they arise from a student's internship experience. Students regularly present case material for discussion. Students will have the opportunity to develop oral presentation skills in the formal oral presentation of a case or theme from their internship. Prerequisite: All required art therapy and transpersonal counseling psychology courses.

PSY 865 Professional Seminar and Ethics II: Music Therapy - 3cr - Laurie Rugenstein
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
This course is a continuation of PSY 815, Professional Seminar in Music Therapy I. Students will discuss issues related to their specific field placement sites. Finding and creating employment as music therapists will be addressed. A primary focus of this course is to facilitate the development of a personal philosophy of music therapy. Students will spend one hour of class time each week focusing 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. AAMT competencies will be reviewed with an emphasis on areas in which the students need further work. Prerequisite: Permission of the department.

PSY 866 Internship Placement II - 2cr - Faculty
Offered by the Somatic Psychology (M.A.) Department.
Prerequisite: Section A for Somatic Psychology: Dance/Movement Therapy students only. Section B for Somatic Psychology Students only

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

PSY 875 Music Therapy Thesis I - 1cr - 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. The research may be quantitative or qualitative. Prerequisite: PSY 700, Research and Statistics and all prerequisites for PSY 805, Music Therapy Field Placement I

PSY 876 Dance/Movement Therapy Internship Seminar II (Section A) - 1cr - Barbara Cargill
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 878 Somatic Psychology Internship Seminar II (Section B) - 1cr - 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 880 Master's Paper Seminar II - 0.5cr - Barbara Carter, Christina Kauffman, Jack Lavino, and other TCP faculty
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
This course is a continuation of PSY 830.
PSY 881 Extended Thesis Seminar (Section A) - 0.5cr - Barbara Cargill
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) - 0.5cr - 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 883 Thesis I/Art Therapy - 1cr - Faculty
Offered by the Transpersonal Counseling Psychology (M.A.) Department
Thesis research allows the student to explore in depth, an area of study in art therapy. Students will explore several options of research and develop a proposal and an annotated bibliography in preparation for the development of thesis research. Prerequisite: Completion of all required art therapy classes and transpersonal counseling psychology classes.

PSY 883 Thesis II/Art Therapy - 1cr - Faculty
Offered by the Transpersonal Counseling Psychology (M.A.) Department
This course is a continuation of PSY 882, Thesis I/Art Therapy. Under the guidance of a three member Thesis Committee and the Thesis Coordinator, students will explore in depth an area of study in art therapy through qualitative or quantitative research. In some circumstances, a special project may be the method by which the thesis work is completed. Students may conduct their research in mental health agencies, schools, and hospitals. Prerequisite: Completion of all required art therapy classes and transpersonal counseling psychology classes.

PSY 884 Art Therapy Thesis - 2cr - Faculty
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 - 1cr - Laurie Ruggenstein
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
This course is a continuation of PSY 875, Music Therapy Thesis I. Prerequisite: PSY 700, Research and Statistics, PSY 875, Music Therapy Thesis I, and all prerequisites for PSY 805, Music Therapy Field Placement II.

PSY 888 Master's Paper Seminar - 1cr - Lauren Casalino and Sylvine Farnell
Offered by the Contemplative Psychotherapy (M.A.) Department.
This class supports students in the preparation of the contemplative psychotherapy master's paper. See program description for more detail. Each student presents his/her work to fellow students and members of the clinical faculty. Grading is on a pass/fail basis.

PSY 889 Master's 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.
Religion (REL)

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

REL 410 Senior Project I - 1.5cr - Faculty
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 A. 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 Asrael and Frank Berliner
During this course, students are introduced to sitting meditation practice drawn from the Tibetan Buddhist tradition of shamatha-vipashyana. Weekly lectures emphasize experiential aspects of the practice, involving such topics as the discovery of impermanence, working with emotions, and the cultivation of maitri (loving kindness). The course includes weekly discussion groups, individual meetings with a meditation instructor and daily meditation practice.

REL 501W Theravada Vipassana Weekend - 1cr - Faculty
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. Dzogchen Ponlop, Rinpoche
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 mediator 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 meditation is the core of the program. 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 first year Sanskrit, we begin reading texts from the classical Indian tradition, particularly selections from the Mahabharata and Ramayana and from some simple Buddhist texts (e.g., the Heart Sutra). Offered Fall 1997, 9.

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 A. Ray
This course explores the human thirst for spiritual experience and transformation in a selection of "contemplative" religions. Through our study, we will attempt to understand how 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 - Faculty
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." While using traditional and contemporary texts, this class will also explore the nature of the individual journey one makes in order to engage social action from a contemplative ground. Community-based volunteer work anchors this ground, allowing us to experience our individual understanding of "sacred view" and personal 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 enhance their experience in Nepal. This course consists of a two-week intensive upon arrival, followed by 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.
An introductory course to provide students with conversational language skills which will enhance their experience in Bali. This course consists of a two-week intensive upon arrival, followed by weekly classes. Beginning language instruction in "bahasa Indonesia" is taught in this course. No previous experience is necessary.

REL 520 Meditation Practicum II - 3cr - Dale Asrael and Frank Berliner
This course continues the instruction in meditation practice begun in the fall semester, emphasizing Mahayana practice, including the generation of an enlightened attitude (bodhicitta), the practice of the perfections (paramitas), the training of the mind (lojong), and the exchange of self and other (tonglen).

REL 521 Death and Dying in Tibetan Buddhism - 3cr - 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 and some field trips.

REL 524 Change Mastery II: Engaging Others in Change - 2cr - Faculty
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 - Tom Nelson
There often seems to be a paradox between contemplative spirituality and social action. But Christian contemplative traditions allow us to go deep and discover the unity of all life. The Christian spiritual journey leads to action in the world. This course introduces the foundation of contemplative Christianity through the mystics; the exploration of contemplative life through the work of Thomas Merton; and the integration of contemplation and action in the lives of Dorothy Day and Martin Luther King, Jr. The spirituality of Jesus will inform our contemplative expression with a challenge to develop compassion and a non-violent attitude.

REL 526 Buddhist Traditions: Nepal - 3cr - Faculty
Offered by the Study Abroad Program and constitutes a core requirement for the Study Abroad Program.
This course integrates the practice of meditation with an overview of Indian and Tibetan Buddhism from a historical, philosophical and cultural perspective. Classes and readings are supplemented by day trips to monasteries, shrines and pilgrimage sites. The course is taught by Naropa faculty and draws on highly respected and accomplished Tibetan teachers from nearby monasteries. These include Thrangpo Rinpoche, Tulku Ugyen Rinpoche, and Chokyi Nyima Rinpoche.

REL 529 World Wisdom: Some Texts of Jewish Mysticism - 3cr - Rabbi Zalman M. Schachter-Shalome
This is not a course about the Kabbalah but the study of basic texts. We will read and interpret translated texts that range from the earliest sources to the present. At times, we will cast an eye on parallel sources in other mystical traditions.
REL 530 Contemplative Hinduism - 3cr - Faculty
An experiential and philosophical introduction to the scriptures and spiritual practices of Hindu traditions with emphasis on the Vedas, early tantra, and the yoga sutras of Patanjali. A portion of each class is devoted to practice: meditation, pranayama, mantra and ritual. Offered Spring 1993.

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

REL 534 Change Mastery III: Creating Healthy Systems - 2cr - Faculty
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 organizations? 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 535 Contemplative Judaism: Dialogue and Clash of Soul and Intellect - 3cr - Rabbi Mordecai Tuvensky
This course is a contemplative study of the Jewish religion, based on the work of Moshe Chaim Luzzatto, a 17th century Kabbalist philosopher, who developed the most systematic approach to Jewish philosophy without losing the depth of Kabbalistic perspective. The Chasidic reconfiguring of Kabbalah into the daily life of the simple Jew, lends a unique reinterpretation of the works to be studied in the course.

REL 537 Sanskrit II - 4cr - Andrew Schelling
This course is a continuation of REL 507.

REL 540 Religions of China and Japan - 3cr - Nancy Masson
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. Dzigchen Ponlop, Rinpoche
The Buddha-nature or Padhativisharadha 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 importance of meditation practice and penetrating insight to uncover this enlightenment. This course follows this text and its traditional and contemporary commentaries in order to illuminate the powerful teachings they transmit. Prerequisites: REL 520 or its equivalent, or permission of the instructor.

REL 550 Meditation Practicum III: Maitri and Mandala - 3cr - Faculty
This course continues the Practicum sequence, emphasizing Vajrayana topics such as mandala principle and the Buddhist 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: REL 500 and REL 520, or permission of the instructors.

REL 552W Zen Intensive - 1cr - Faculty
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 paradigm--its teachings, practices, and realization--can be a personal vision and part of professional contemporary psychology.

REL 553 Tibetan III - 4cr - Ven. Dzigchen 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 508 and REL 533.

REL 554W Mahayana Meditation - 1cr - Ven. Dzigchen Ponlop, Rinpoche
When we experience the vast network of pain and confusion in the world, we might become overwhelmed and full of 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 weekend introduces the lowning (mind training) teachings of the 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 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 Astasahasrikas Prajnaparamita (Perfection of Wisdom in 8,000 Lines), treating the Mahayana doctrine of emptiness, the Sadharmapundarika (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.
REL 560 Nikaya Buddhism - 3cr - Judith Simmer-Brown
From the earliest period, Buddhism was known for its direct and profound investigation of experience without the overlay of beliefs or habitual patterns. Shakyanuni’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, and Shakyanuni’s indefatigable teaching of meditation and personal examination through traditional texts and contemporary commentaries. Through a combination of lectures, discussions and guided meditation, we discover the dynamic psychology of the Buddha.

REL 568 Colloquial Tibetan: Nepal - 3cr - 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 everyday activities using their language skills and acquiring new skills and confidence.

REL 570 Mahayana Buddhist Civilization - 3cr - Judith Simmer-Brown
A basic survey of Buddhist traditions in Asia for all Naropa students, tracing the development of Mahayana Buddhism throughout Asia. Emphasis will be placed on Buddhism as a cultural phenomenon, moving from a small Indian sect to a major Indian, then pan-Asian, civilization, with emphasis upon history, monastic and lay practice, art and architecture, education, and social issues. Special attention will be paid to the application of this material to the development of Buddhism in the West.

REL 572 Buddhism in Tibet - 3cr - Reginald A. Ray
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 were evolved. Attention will be given to the various roles of Nikaya, Mahayana and Vajrayana Buddhism and to the interplay of religious, social and political factors in this process. Special attention will be paid to Tibet's unique contributions to Buddhism.

REL 575 Engaged Buddhism in Siam - 3cr - Sulak Sivaraksa and Faculty
This is a study abroad opportunity in Siam, Thailand which serves as an introduction to Theravada Buddhism in its contemporary "engaged" form as taught in a variety of locations by Siam's leading activists and monastics. This residential course combines a focused study of Theravada Buddhism, social action, village development, and monastic practice and life, joining an academic approach with experimental learning and meditation practice.

REL 577 Mediation Practicum IV: Mudra Space Awareness - 3cr - Lee Worsley
Space can seem hostile or benevolent, seductive or enriching. One can either fight with the situation or work with it in a creative manner by recognizing it as it is. Our perceptions are colored by neurosis or heightened by openness. This course further builds on Space Awareness teachings of Chogyam Trungpa, Rinpoche, combining Mudra Theater exercises with Maitri practice. The specific exercises offer a means for developing an appreciation of one’s self and others in the context of an active, changing space. Prerequisites: REL 550, REL 560 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. Dzigchen Ponlop, Rinpoche
The Mahayana Buddhist teachings on emptiness, shunyata, point out that the nature of reality is beyond conceptual mind or any other reference point. Shantideva, an important 7th century Madhyamaka master, demonstrated this through his compassionate instruction which led the student through the labyrinth of concept to its boundaries, pointing to vast space. 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.

REL 583 Tibetan IV - 2cr - Ven. Dzigchen Ponlop, 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 585 Spiritual Models of Social Action - 3cr - Faculty
This course studies historical figures who have exemplified the spiritual ideals of nonviolent social action. In particular, how has the public work of these individuals been informed by their understanding of their own religious and spiritual teachings. We will explore the lives of Mahandas Karamchand Gandhi, Bhimjiroo Ambedkar, Sulak Sivaraksa, and Ang Sau Kyi. In addition, Dr. Vincent Harding will teach a section on Martin Luther King Jr.

REL 587 Sanskrit IV - 3cr - Andrew Schelling
This course is a continuation of REL 557.
REL 602 Communication: Opening to Others - 2cr - Roger Dorris
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.

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

REL 649 World Wisdom: Transpersonal Psychology and Sociology - 3cr - Rabbi Zalman M. Schachter-Shalome
This graduate course will deal with the application of the insights and methods of transpersonal psychology through the social sphere. We will explore the impact of the transpersonal reality maps on the burning issues of society, looking at the possibilities of transpersonal economy, sociology, and politics.

REL 650 Dathum: Month of Intensive Meditation - non-credit - Faculty
Every summer, a month-long practicum (dathum) 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 Ourselves - 2cr - Roger Dorris
The course will focus on the individual within his or her web of life connections, including family, society, culture, nature and the sacred, as well as relationship to oneself. We will examine the nature of power, values, communication and creativity within the context of changing systemic relationships. The primary theme is how to hold people who are going through transitions, and the place of ceremony and ritual in that process. Using principles and techniques from western psychology, pastoral theology and contemplative disciplines, we will explore how caregivers develop appropriate and compassionate skills. Prerequisites: REL 602. All others by permission of the instructor.

REL 660 Mahayana Texts - 3cr - Reginald A. Ray
A study of selected texts from the Indian Mahayana tradition, including sutras and shastras (treatises) which elucidate the experience of emptiness and radiant clarity.

REL 689 Independent Study - 1-3cr - Faculty

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 Field Placement - 8cr - Roger Dorris
This colloquium is designed to support the Engaged Buddhism internships for the Clinical Pastoral Education field placement. Weekly sessions address the practical application of the principles of Engaged Buddhism in the internship setting. Emphasis will be placed on the inter-faith perspective, the role of compassionate presence, and a selection of topic presentations appropriate to the focus of the placements. Prerequisite: Open to Engaged Buddhism M.A. students only.

REL 746 Engaged Buddhism Field Placement - 8cr - Maxine Glaz, Roy Rickey, 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" of 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: Working With Others - 3cr - Roger Dorris
This seminar style course will bring together readings, presentations, and major themes from previous courses in the Engaged Buddhism track. Using an outer/inner/secret perspective, we will examine the nature of community, leadership, and large group transformation. A primary emphasis in the class will be "hands-on" work with a variety of community-based projects. Prerequisites: REL 602, REL 662. All others by permission of the instructor.

REL 755 Engaged Buddhism Colloquium II: 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 Project Paper. Prerequisite: Open only to Engaged Buddhism M.A. students.
REL 760 Vajrayana Texts - 3cr - Reginald A. 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 - Reginald A. Ray
This course constitutes a review and summation of the graduate student's study at the Institute, and revolves around preparation for the comprehensive exam taken in the spring of the second year.

REL 850 Colloquium II - 1.5cr - Judith Skinner-Brown
This course is a continuation of the REL 800, culminating in comprehensive exams.

REL 880 Comprehensive Exam - non-credit - Faculty

REL 885 Master's Project - non-credit - Faculty

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.

Theater (THR)
Courses in this discipline are offered by the InterArts Department.

THR 480 Directed Project - 0cr - 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 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 - are all 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 pratfall. For this, students are put through a process which challenges naive and fondly held concepts about themselves. That's the first step on the actor's journey. The second is to learn to focus on others. The third is to achieve playing with them. This is good training for life as well. It is called a journey because through improvisational structures and traditional acting techniques, we travel to the wacky 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 Psychodrama: The Link Between Drama and Therapy - 1cr - Carl Hollander
Offered by the Transpersonal Counseling Psychology (M.A.) Department
This weekend course explores the history and theory of psychodrama, as created by Dr. Jacob L. Moreno. Specific psychodramatic techniques will be presented. A warming up process designed to promote interaction within the class will create a safe space for progressively more complex experiential exercises. Each enactment will follow with a sharing and a didactic integration. This class is cross-listed with PSY 590.

THR 507W Acting Lab V: Puppet Theatre - 1cr - Betsy Tobin
Explore this powerful and surprising form of theatre, originally used to represent spirits in ancient ceremonies and rituals, and later made popular as a vehicle for social commentary and satire. Following an introduction on puppetry and a hands-on demonstration of various techniques, we will choose a subject for short performances. We will then create simple puppets for the piece, in part from materials that students have collected: feathers, sticks, cans, cloth, unusual household objects, etc. Next we will study movement and manipulation of the figures, focusing on how to create and sustain the illusion of life in inanimate figures. Following a phase of experimentation and improvisation, we will block and rehearse a show to be presented at the conclusion of the class.

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 InterArts majors.

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.
Courses

THR 533W Acting Lab III: Moving Images: Video and the Creative Process I - 1cr - Sally Kaplan
Video can tell a story by blending composition, rhythm, form, and sound. When framed skillfully, simply conceived images can become visual poetry. By our using the camcorder as a visual tool, this workshop will provide intensive hands-on work for students to discover the myriad ways in which the languages of theater, movement, music, and video can intersect. With a series of exercises, students will be introduced to basic shooting and editing skills as well as compositional techniques that expand our imaginations. Brief exercises will be explored during the first weekend and a more in-depth project will be assigned for the second weekend. Exercises might include creating a short video tableau or haiku based on an A-B-A compositional theme, producing a video portrait about yourself or someone else, and directing a short scripted and/or storyboarded dramatic scene. Throughout the workshop, we will view relevant samples of artist's work as well as student works in progress. Students will work in teams. No previous camera experience is necessary. This workshop must be taken in conjunction with THR 534W, Acting Lab IV: Moving Images: Video and the Creative Process II.

THR 534W Acting Lab IV: Moving Images: Video and the Creative Process II - 1cr - Sally Kaplan
This workshop is a continuation of THR 533W. Prerequisite: THR 533W.

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 artistic forms and scenes. Students concentrate on where and when to act, and work on characters from a variety of sources, including scripts, history, dreams, and everyday life. The challenge, as always, is to bring our "selves" to the characterization and genuineness to the performance.

THR 545 Character Acting II - 3cr - Lee Worley
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
This course focuses on developing the awareness and skills that allow the performance artist's essential voice to speak and to be heard. We explore in depth how intentionality and expressive need determine form, and the way the sound of one's voice manifests as a unique expression of intentions and style. Through presentation, whether reading poetry, singing a song, acting a scene, dancing, or playing a musical instrument, we create a forum in which the audience/performer relationship can be explored. We define artistry and clarify the disciplines that support each individual's development and that bring universal import to personal need. The class is performance oriented and develops relative to class presentations. Students are asked to bring work to the first class.

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 Chögyam 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 continues the work begun in THR 500, Voice and Sound I, and is designed for those students who are committed to further developing artistry in their chosen forms. The class emphasizes material concerning vocal and interdisciplinary improvisation, and refining skills concerning consistency of ongoing practice and realized performance. Bring work for the first class. Prerequisite: THR 500 or permission of the instructor.

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 Ryoho Kyudo

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 within the ground practice of sitting meditation.

TRA 499 Independent Study - 1-6cr - 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 - 6cr - Bill Scheffel

The Shambhala tradition is a secular approach to meditation introduced into this country by Chogyam Trungpa Rinpoche. This class is designed to give students a strong foundation in sitting meditation. Through meditation, as well as lectures, films, exercises, and group discussion, issues of personal creativity, social responsibility and environmentalism are explored.

TRA 505 Tai-Chi Ch’uan: Level I - 6cr - Jane Faigao or 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 outcome, the art of falling. Emphasis is placed on extending energy and transforming the encounter into 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 or 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 (breath awareness and control), Laya Yoga (work with the chakras), Jnana Yoga (deep relaxation practices), and harnas (cleansing practices).

TRA 520 Ikebana - 1-8cr - Kyoko Kita, Sensai with Carol Halpern

Sogetsu School, in conjunction with Kalapa Ikebana School, presents this special course on Japanese flower arranging. Kyoko Kita, Sensai, 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 breathing becomes more relaxed, soft, and open in our body and mind is emphasized.

TRA 530 Aikido II - 3cr - Jude Blitz

This class continues to build directly on the basic Aikido teachings and philosophy to create greater centered and calm response in the martial art. Emphasis is placed on the development of technique. 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 or Linda Morrell

This class extends the student's awareness and skills further. The students learn more advanced breathing practices (pranayama), concentration practices (dharna), 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.
Courses

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 556 Tai-Chi Ch'uan Level I: Push Hands - 2cr - Jane Faigao and Bataan Faigao
Push hands, the two-person Tai-chi Ch'uan form, 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 as well as the power of yielding. Students begin to utilize these principles not only in the push hands situation but in everyday situations. 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 their 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 Faigao and Bataan Faigao
The Tai-chi Ch'uan sword is a practice that further extends the principles of integrated movement, relaxation, balance and ch'i 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 disciplines 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.
Writing and Poetics (WRI)

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

WRI 310 Writing Poetry: Tawney Grammar - 3 cr - 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. Weekly writing assignments in response to 20th century experimenters and innovators drawn from a range of anthologies. Also readings in modernist and postmodern poetic strategies. A dash of environmental literacy, and we may head out of the classroom into the mountains to practice what Thoreau called “Tawney Grammar.” Open to BA Writing program students. Others by permission of instructor.

WRI 311 Writing Fiction: Short Forms - 3 cr - Bobbie Louise Hawkins
This workshop focuses on the short story. Students will write three short stories as well as in-class exercises. 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 BA Writing program students. Others by permission of instructor.

WRI 360 Writing Poetry: You Do It! - 3 cr - Anselm Hollo
An exploration of poetic forms based on students’ writing and materials provided by the instructor. Course texts include The Teachers’ and Writers’ Handbook of Poetic Forms, edited by Ron Padgett, and American Poets say Goodbye to the 20th Century, edited by Andrei Codrescu and Laura Rosenthal. Open to BA Writing program students. Others by permission of instructor.

WRI 371 Writing Fiction: What A Character -3 cr - Keith Abbott
The workshop will focus on how character is created out of Habitual Actions, Intentional Actions and Gratuitous Actions. Short works by authors such as Tolstoy, Joyce Carol Oates, Tim O’Brien, Grace Paley, Raymond Carver, and Rudora Welty will be discussed. Videos such as Homicide, What’s Eating Gilbert Grape, Gas Food and Lodging, and Mi Vida Loca will be used. Weekly assignments will be generated out of the texts and videos. Three revisions of a short story will be required. Open to BA Writing program students. Others by permission of instructor.

WRI 509W A Writer’s Practicum: Publishing and Publication in the World of the Small Press - 1 cr - Andrew Schelling
This weekend workshop is a practical approach to how publication works in the small press - the sphere of influence in which virtually all poetic activity occurs. It includes a survey of various magazine, journal, and chapbook opportunities for emerging writers. Thoughts about how to approach the chaotic, highly unregulated, and nearly unknowable range of print that defines American experimental work on the current scene. The class features an individual and group project around editing and publishing. Emphasis is on community values inherent in contemporary writing, and how those values distinguish the small press and define its manifestations. Open to BA and MFA Writing program students. Others by permission of instructor.

WRI 531 Embodining the Text: A Writing Workshop - 3cr - Akili Oliver and Lisa TranK
The intention of this course is to provide a lively atmosphere where creative texts are literally moved through space. This course will focus on a different editing and creative process that incorporates attention to performance techniques for a wide range of performances styles and methods. It will provide an environment where different styles of writers explore the kinds of movement inherent in a written text, as well as look at what happens in the process of ‘moving’ or putting a text on its feet. Both instructors will focus on their specialty of teaching as well as work together in teaching the class: Akili Oliver—Flesh Memory: a process that seeks the text form within the body’s psychic, physical, and spiritual mechanism to ‘flesh’ out a language which is intertextual, contradictory, alive, and transformative; Lisa TranK—the Alexander Technique: a body-centered method that explores physical habits of movement and stillness in order to unlock the natural efficiency and coordination of the body. The course will be structured as a writing workshop with much attention to editing critical and creative work. Open to B.A. and M.F.A. Writing program students. Others by permission of instructors.

WRI 562 Practice of Translation - 3 cr - Anselm Hollo
This is a workshop based on the idea that “translation” equals “transformation.” How do the choices we make in vocabulary, style, and conceptual approach “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 Bignunet 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 BA and MFA Writing program students. Others by permission of instructor.
Courses

WRI 563 Literature Seminar: Ancient World Literature - 3 cr - Reed Bye
We will read classical ancient texts from around the world, many of which were held in memory and transmitted orally for generations before being written down. Thematically, we will be looking at threads of similarity and distinctions of difference. Some of the topics to be covered will be: myths of creation, the aspects of gods and their relation to human beings, covenant, patronage, prophecy, sacrifice, and transformation. We will examine the function of the mythic hero in ancient cultures, and his/her relation to the social well-being or disease. Readings will be substantial and include selections or works in their entirety from Indian, Babylonian, Hebrew, Greek, Celtic, Germanic, Mayan, and Central Asian civilizations. Open to BA Writing program students. MFA and others by permission of instructor.

WRI 565 Trends in Contemporary Literature: Introduction to Contemporary Criticism - 3 cr - Steven Taylor
This course is intended to introduce students to some basic terms and issues in contemporary critical thought. We begin by asking questions such as: What is language and how is meaning produced? What is subjectivity and how is it produced? What is ideology and how does it shape the way we use language? How are identity, gender, sexuality, ethnicity, and class constructed in and through language? Readings will be selected from linguistics, psychoanalysis, anthropology, literary criticism and cultural studies. We will read, among other things, Jakobson on phonemics, Marx on the acrobatic table, Freud on the fetish, Lucea on the mirror, Foucault on the author, Kristeva on the impossibility of the woman, Cixous on the waterfall, and celebrate our bewilderment in a series of one-page essays. Open to BA and MFA Writing program students. Others by permission of instructor.

WRI 566W Poetry Practicum: Experimental Writing - 1 cr - Anne Waldman
In this workshop we will leap and bound through a progression of writing experiments including cut-up, collage, memory work, "sketching," object description and portraiture a la Gertrude Stein, spontaneous oral compositions, ecolatrical research, performance, and collaboration. We will also look at various poetic statements and manifestos by modernist and contemporary writers in an attempt to articulate our own vision and practice. Recommended for all Writing 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 BA Writing program students. MFA and others on space available basis and by permission of instructor.

WRI 573 (Section A) Literature Seminar: The Second Half: American Poets of the Postmodern Era - 3 cr - Anselm Hollo
A reading of selected works by American poets active and influential in the decades since 1960, the publication year of Donald M. Allen's New American Poetry anthology (now sadly out of print), from Hilda Morley, Barbara Guest, and Philip Whalen to Alice Notley, George Evans, and Carla Harryman — with many famous and not-so-famous, but equally noteworthy, authors in-between. Our main text is a Postmodern American Poetry: A Norton Anthology, edited by Paul Hoover. Open to BA and MFA Writing program students. Others by permission of instructor.

WRI 575 Trends in Contemporary Literature: The Feminine Economy in Language and Literature - 3 cr - Steven Taylor
Linguist Julia Kristeva argues that psychoanalytic theory and the two "economies" of language in Jacques Lacan's "symbolic," do not account for all language because they are only concerned with meaning, while language also encompasses nonsense, muscle, ambiguity, and multiplicity. Luce Irigaray says the Lacanian symbolic is a masculinity, Spotted's theory of language that accounts for the position (or non-position) of women in political and economic processes. Hélène Cixous says there are women, men and women, whose work makes use of the feminine economy in language. We'll look at the theory and the art. Open to BA and MFA Writing program students. Others by permission of instructor.

WRI 577W Prose Practicum: The House of Words: Writing as Contemplative Practice - 1cr - Kristen Johnson
Writing is a process of listening to voices and responding to images we create in our inner and outer worlds. It is not only the delight but the responsibility of the artist or writer to quietly and intently focus; to capture each idea in the wind, in the mind, in the imagination. In this weekend course, over a period of two days, we will use an eclectic series of writing exercises to open doors to the creative imagination. Long and short writing experiments, dream exercises, and meditation combined with brief responses to prose, poetry, and photographs will allow each writer to challenge his or her own perceived limits in terms of genre, style, and creative process. Some work will be read aloud and shared. Students should anticipate generating an open mind and lots of energy. Writers should bring two relatively thick notebooks, one lined and one unlined, a number of free-flowing pens, and comfortable clothing. Open to BA and MFA Writing program students only. Others by permission of the department.

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, McClure, Snyder, Sanders, Edward Hoagland, Wendell Berry, Annie Dillard, the Vonnegut of Galapagos and others. Open to BA and MFA Writing program students. Others by permission of instructor.
Courses

WRI 581 Project Outreach - 1-3 cr - Jack Collom
Project Outreach places writing students in local schools, homeless shelters, prisons, halfway houses, hospitals and retirement homes to unlock the voices of others through writing workshops; to inspire and instruct them in the language arts. Students earn one to three credits while entering the larger world as cultural workers, and improvising and sharpening their own teaching skills. This course is offered each semester. Open to EA and MFA Writing program students only. Others by permission of instructor.

WRI 582 Letterpress Printing: The Well-Dressed Word - 3 cr - Julie Seho
This course introduces the long-standing tradition of letterpress printing techniques. Students will learn how to hand-set type and operate platen or proof press using distributable type, fine handmade papers, inks of diverse color and tones. Students will develop their skills by breaking into groups in order to work on their own projects. Broadside, poetry/prose chapbooks and art books will be produced. Open to EA and MFA Writing program students. Others by permission of department. $25.00 material fee.

WRI 583 Letterpress Printing: First Impressions - 3 cr - Brad O'Sullivan
As writers, the practice of letterpress printing by hand is an invaluable aesthetic and practical resource. This course will explore letterpress printing from the writer's point of view, incorporating the writer's considerations with elements of typography, bookmaking, visual design and layout. As writers/printers, we will investigate the letterpress possibilities for poetry and fiction through the production of broadsides, postcards and a limited-edition chapbook. Open to EA and MFA Writing program students only. Others by permission of department. $25.00 material fee.

WRI 585 The Expository Essay - 3 cr - Lee Christopher
In French essai means an attempt, a test, or a trial. In this course, students will experiment with their own thoughts within the structure of the essay's various forms. Students will use as models essayists such as Montaigne, Virginia Woolf, Lu Hsun, Carlos Fuentes, Jorge Luis Borges, Ezra Pound, Henry Thoreau, James Thurber, James Baldwin, Andréïne Rich, Annis Dillard, Alice Walker, George Orwell, William Carlos Williams, E.B. White, Andréi Codrescu, and others. William, Bill Willkie, Charles Williams, E.B. White, Andrei Codrescu, and others. Students will learn to recognize and correct his or her own patterns. Good essay writing requires reflection. As part of the process, time will be spent in reflection wherein the students can see how they solved problems writing a particular kind of essay. Open to EA Writing program students only. MFA Writing program students and others by permission of department.

WRI 610 (Section A) Practice of Poetry: The Long Poem - 3 cr - Anne Waldman
In this course we address the vision, shape, and praxis of the long poem as writers working on our own serial/epic texts. Weekly writing and reading assignments engage all six courses, utilizing techniques for experimental range—memory, dream, scholarly ancillary research, dis-location of the "I", translation, augury, prophecy, myth, eros, mishap, and politics. All these will fuel the "poem." Readings in Pound's Cantos, Olson's Maximus, H.D.'s Helen in Egypt, William C. Williams' Patterson, Zukofsky's "A," Gertrude Stein's Standcan in Meditation, Kerouac'sMexico City Blues, Philip Whalen's Scenes Of Life At The Capital, John Ashbery's Three Poems & Flow Chart, Diane di Prima's Loba, Bernadette Mayer's Memory & Utopia, Anne Waldman's Luvus, and others. Students are expected to put together a little book of their own work and write a paper on one of the above texts.

WRI 610 (Section B) Practice of Poetry: Composition and Critique - 3 cr - 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. Contra (Cornell University Press) will be required reading: highly recommended in Talking in Tranquility: Interviews with Ted Berrigan (O Books). Open to MFA Writing program students only. Others by permission of instructor.

WRI 611 (Section A) Practice of Fiction: Building Blocks - 3 cr - 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 Tarantino, among others, will be studied. Half the class will be devoted to critiquing student writing; half to assigned texts and assignments. Recommended for the MFA Prose track students who will have first consideration to register for this course. Open to MFA Writing program prose students. EA and others by permission of instructor.

WRI 611 (Section C) Practice of Fiction: Narrative Transitions - 3 cr - Bobbie Louise Hawkins
TRANSITION is the carrying agent within Prose. It moves the story and the protagonist elsewhere in time and geography. Sometimes it is foreshadowed, as if one hears music before entering the room, sometimes it hovers like an aftertaste. But it is ALWAYS significantly linked with the tempo and moving of the story line. In this course we will be doing exercises in and out of class based on understanding assorted transitional modes. We will also be writing stories in which the transitions will be given in-depth attention. Open to MFA prose students only. Others by permission of instructor.
Courses

WRI 623 (Section A) Creative Reading and Writing: The Poem and the Journal - 3 cr - Andrew Schelling
The journal as "literary form." It's been seen that way in Japan for 1600 years and encompasses daily keen observation, poem caught on the run, stabs at fiction, brief ruminations, and swift essays 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, and conversations. Weekly assignments prompt you to take notes like a spy. And then to consider—What lends discipline to the practice? We'll read older practitioners: Sei Shonagon, H.D. Thoreau, Matsuo Basho, and recent writers who've gotten poetry from raw material of the daily entry like Joanne Kyger, Paul Blackburn, Bernadette Mayer, and Gary Snyder. Open to MFA Writing program students. Others by permission of instructor.

WRI 623 (Section C) Creative Reading and Writing: Sequences - 3 cr - Keith Abbott
This workshop will cover how longer works and collections are conceived, ordered, structured, and edited. Narrative principles, point of view, 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 Bergh and Louise Erdrich will be read. Longer works by students are encouraged. Editing principles for fiction collections will be covered. Recommended for third semester MFA students, as preparation for thesis semester. Third semester MFA or pre-manuscript prose students will have first consideration to register for this course. Open to MFA Writing program prose students. Others by permission of instructor.

WRI 670 (Section A) Practice of Poetry: Imitation and Innovation - 3 cr - Reed Bye
In poetry the line of speech turns in various notable ways, giving the structure of poetic expression a more dynamic meaning. In this course we will look at particular poetic works and the way they realize rhythmic and melodic language structures in time, and use them as models for our own writing. Be willing to try new forms that may challenge your accustomed sense of style and voice. Open to MFA Writing program students only. Others by permission of department.

WRI 670 (Section B) Practice of Poetry: Fructile Chaos - 3 cr - Andrew Schelling
A poetry workshop. Readings in Modernist and contemporary experimental writing, 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 to Projectivist traditions in verse, and innovations occurring right now. Students will bring poetry in each week, also be responsible for a formal "book review" of current poetry drawn from a list of young contemporaries. Open to MFA Writing program students. Others by permission of instructor.

WRI 671 (Section A) Practice of Fiction: Bad Business: Mysteries - 3 cr - Keith Abbott
The workshop will concentrate on setting, character and scene. Our texts will be mystery or crime novels: Dashiell Hammett, The Maltese Falcon; Sue Grafton, C is for Corpse; Raymond Chandler, Farewell, My Lovely; Frances Frytal, No That Kind Of Place; Earl Emerson, Rainy City; and Elmore Leonard, 68 Pickup. The weekly assignments will come from these texts. This course, with instructor's permission, may satisfy credit requirements in literature. Half the workshop time will be spent on discussing texts; the second half on criticizing student manuscripts. Open to MFA Writing program prose track students only.

WRI 671 (Section B) Practice of Fiction: Golden Bees and Turkish Beggars - 3 cr - Kristen Iversen
This course involves the rigorous practice -- and play -- of fiction, fiction as a spontaneous and studied interpretation of the world and the self; as tempered emotion, as political expression, and as an experiment in style. By using short, provocative readings from various classic and contemporary authors, we will explore aspects of voice, style, character, and structure. Conventional and unconventional approaches to the process of writing will be discussed, including prewriting, drafting, structuring, editing, revising, and (most importantly) revisioning. Students will write a number of short exercises to a final, polished portfolio of work. The class will conclude with a discussion of how and where to send completed manuscripts with respect to magazines, journals, publishers, and contests. Open to MFA Writing program students. Others by permission of instructor.

WRI 683 Creative Reading and Writing: Cultural and Literary Theory and the Poetic Voice: An Investigative Approach to Writing - 3 cr - Aktilah Oliver
Using cultural and feminist theories as a point of departure, this course will explore theory and the individual's 'voice' in prose and poetry writing. We will situate writing within the construct of a dialogue which seeks to explore, challenge, and reinvent magic in language. We will investigate the process and the construction of writing, as critical mysticism is a week-by-week workshop session, student writing will be critiqued from an investigative approach which challenges the writer to explore one's intent and process. Weekly assigned readings from current cultural and feminist thinkers will be discussed and weaved into classroom critique sessions. Working from the premise that the author or poet is in dialogue with ideas, we will use the writings of Roland Barthes, bell hooks, Homi Bhabha, Adrienne Rich, Ruth Frankenbarg, Judith Butler, Cornell West and others.

WRI 787 MFA Literature Seminar: William Blake Seminar - 3 cr - Reed Bye
The emphasis in this course will be on a thorough reading of a wide selection of works from Blake's canon. These will include many of the illuminated books, including the Songs of Innocence and Experience, the Book of Urizen, America, Europe, and Milton, as well as the Four Zoas, the Pickering manuscript and Blake's marginalia and letters. As a secondary field of reference, we will examine Blake's visionary poetics through a variety of interpretative analyses, from deconstruction to recent psychoanalytic theory and traditional Buddhist Abhidharma psychology. Open to MFA Writing program students only. Others by permission of instructor.
Courses

WRI 880 Manuscript  - 6cr  - Faculty
As their culminating project for the M.F.A. program, students in their last semester compose and submit a Final Manuscript consisting of a Creative Manuscript (64-90 pages of poetry; 100-125 pages of prose) and a Critical Thesis of 25-30 pages with a bibliography. Creative Manuscripts may include both poetry and prose but must fulfill the minimum page requirements for the concentration in which the student is registered. (Final Manuscript format guidelines are available at the Writing and Poetics office.)

WRI 881 Extended Manuscript  - 0.5cr  - Faculty
Graduate students may, with advisor's permission, register for a 0.5 credit-hour Extended Manuscript Semester. A Writing and Poetics M.F.A. program student may enroll in one (1) Extended Manuscript semester only. If the Final Manuscript is not completed within that semester, the student will not graduate from the program.
Full-time Faculty
Full-Time Faculty

Keith Abbott

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 Aposhian

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 Body-Mind Psychotherapy in addition to directing the M.A. in Somatic Psychology at The Naropa Institute. She is the author of *Natural Intelligence.*

Dale Asrael

Transpersonal Counseling

B.S., Northwestern University
Certificate in Elementary & Secondary Education, University of Toronto (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 core teacher and assistant director at The Vidyas. A student of the Vén, Chogyam Trungpa Rinpoche since 1979, she has lead retreats and seminars throughout the U.S. and Canada. She is currently exploring the application of mindfulness meditation in 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 Vidyas. A contemplative elementary school, where he became Head of School. For the past fifteen years he has been teaching contemplative education courses and is now chairing the Early Childhood Education program at The Naropa Institute.

Diane Butler

Dance/Movement Studies

B.A., Bucknell University
M.A., Wesleyan University

Diane assisted New York choreographer Ruby Shang in setting site-specific works in the U.S., Europe and Japan from 1983-90. Sites included the Cooper Union Project, Eiffel Tower, NY Public Library, Lincoln Center, and collaborations with Bill T. Jones and Butch artist Aki and Maro at the American Dance Festival, St. Mark's Church and Toga Festival (Japan). She served as a Teaching Artist for The Lincoln Center Institute and Colorado Dance festival master classes 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 for the Arts, Neodata Endowment, and Boulder Arts Commission for her creative work and was awarded a 1995 Djerassi Artists Residence 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 Testimony 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.

Barbara Cargill

Somatic Psychology

B.A., Monmouth College
M.A., Goddard College

Barbara (M.A., A.D.T.R.) is a registered DMT, a certified Hakomi therapist, and a trainer in the Internal Family System method of Dr. Richard Schwartz. She has studied Native American cultures and is now dedicated to the needs of the contemporary person. She learned the Earth Surrendering ceremony from a rock in a stream in Colorado and has shared the ceremony with diverse groups including a group of 80 adolescents in Appalachia and their teachers.

Jane Carpenter-Cohn

Contemplative Psychology

B.A., State University of New York-Cortland
M.A., The Naropa Institute, Psychology

An educator for 23 years, Jane has taught children and adults of all ages. She is a Certified School Counselor and has counseled high-risk teenagers for an alternative high school in addition to working with young children and families. Trained in marriage and family therapy she continues a private practice in Boulder. Jane has been a student of the Vén, Chogyam Trungpa Rinpoche since 1975 and has taught and coordinated programs for Shambhala and Buddhist centers over the last 15 years. She is an accomplished Ikebana instructor and continues to teach this art. Jane chairs the B.A. Contemplative Psychology Department.

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.
Full-time Faculty

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 courses at various colleges for the next 14 years. Currently, she directs a graduate level correspondence course in psychology and learning for the University of Northern Colorado, conducts counseling, evaluates, and lectures and presents workshops nationally on child 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 Reiki 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 definitions of the art of improvisation. She has choreographed and performed solo and group works in this country and abroad. Ms. Dilley designed the Movement Studies Program at The Naropa Institute and was its director for eight years. She served as president of the Institute from 1984-85, and returned to the faculty in 1984. She received a 1995 Djerassi Artists’ Residence Program award for her work as a founding member of the Mariposa Collective.

Roger Dorris  
**Religious Studies**  
A.A.S., B.A., Metropolitan State College of Denver  
M.A., The Naropa Institute

Roger has been actively involved in the human service field for the past twenty years as a counselor, community-organizer, administrator, and advocate. He has worked in the areas of addiction and recovery, corrections, homelessness, mental health, and the AIDS epidemic. He has also served as retreat master at Karnes-Choling in Vermont. He is core faculty and coordinator of the Engaged Buddhism 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.

Michael Franklin  
**Transpersonal Counseling**  
B.A., University of South Florida  
M.A., George Washington University

Michael directs the Art Therapy track in the Transpersonal Counseling MA program. Prior to coming to Naropa he served as New York City Art Therapy Program at Bowling Green State University for eleven years. His major interests encompass the relationship between art therapy and meditation. He continues to pursue his artistic work in a variety of media. He has lectured on art therapy nationally and internationally, and has contributed to research in the field.

Daron Gracen  
**Transpersonal Counseling**  
B.A., Mt. Holyoke College  
M.A., Campus Free College  
M.S.W., Smith College School for Social Work

As a psychotherapist, graduate level, counselor, and therapist to non-profit organizations for the past 18 years, Daron focuses her work on bringing the transpersonal increasingly into the center of her work, in whatever setting. She also conducts wilderness quests in the warmer months.

Bobbie Louise Hawkins  
**Writing and Poetics**  
University of Helsinki, University of Tübingen

Bobbie has written 10 books of fiction, non-fiction, poetry and performance monologues. She has performed her work at Joseph Papp’s Public Theater, Bedford Lane, and Fall Line as New York City Art Therapy Program. 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 and Poetics at Naropa.

Anselm Hollo  
**Writing and Poetics**  
University of Helsinki, University of Tübingen

Anselm is the author of 35 books and chapbooks of poetry, including Maya, Sofjourner 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, two grants from The Fund for Poetry, and the Government of Finland’s Distinguished Foreign Translator’s Award for Long Service to the Literatures of Finland. A native of Helsinki, Finland, he has lived in the U.S. since 1967, teaching poetics and translation at many colleges and universities. Authors whose works he has translated include Paul Klee, Bertolt Brecht and Jean Cocteau.

A. d’Forrest Ketchin  
**Environmental Studies**  
B.A., Georgia State University  
M.A., M.Ed., Ph.D., University of Colorado

Forrest is an author, artist, with a background in cultural ecology, ecology, experiential education, and religious studies. Her special interest is the union of science and spirit, and the reciprocity between cultures and nature. With a doctorate in anthropology, Forrest has pursued post-doctoral study in creation centered spirituality with Matthew Fox and Brian Swimme, Native American cultures of the
High Plains, and ecology and recreational impact to public lands (Institute of Arctic and Alpine Research, CU). Her pursuit of these interests, and her multidisciplinary approach have 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 (A.D.T.R., L.P.C.) 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 12 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 is a full-time faculty member at Naropa who directs both the B.A. and M.A. degrees in Dance/Movement Therapy. She also works as a course director and staff trainer for the Colorado Outward Bound School and is an Adventure/Wilderness Therapy consultant.

Mark Miller  
Music  
B.A., Maryhurst College  
M.P.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 seven albums including Migration, Honorable Sky, and Roofops, as well as sound tracks for television and Off-Broadway.

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  
Ka Rabjampa, Rumtek Shedra, Sikkim Acarya, 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 Nyinmapa teachings and empowerment from His Holiness Karmapa, His Holiness Dilgo Khyentse Rinpoche, and other great teachers. He was trained by Khenschen Thrangu, Rinpoche, and Khenpo Tultrim Gyamtso, Rinpoche, at Karma Shri Nalanda Institute, the shedra or monastic college at Rumtek monastery in Sikkim. He has taught many Western students, and is the director and main teacher of the Ngedon Academy at Campo 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 A. Ray  
Religious Studies  
B.A., Williams College  
Ph.D., University of Chicago  
Reggie received his doctorate in the History of Religions, concentrating on lndo-Tibetan Buddhism. A student of Trungpa, Rinpoche since 1970, he came to The Naropa Institute in 1974 to help inaugurate the Buddhist Studies (now Religious Studies) Department and became the Institute’s first full-time faculty member. He has been the recipient of the Fullbright-Hays Fellowship and two N.E.H. Senior Research Fellowships, year-long grants to support scholarly research and writing. His recent book, Buddhist Saints in India (Oxford University Press, 1994), received a national book award from the American Academy of Religion. He is a member of the Nalanda Translation Committee and is working on books on the Indian Mahakasidas (Tantric Buddhist saints) and on the practice traditions of Tibetan Buddhism.

Laurie Rugenstein  
Transpersonal Counseling  
B.M., Berklee College of Music  
M.M., Southern Methodist University  
Laurie is a Registered Music Therapist. She is the Coordinator of the Music Therapy Concentration at Naropa. Laurie developed and implemented a music therapy program for Hospice of Boulder County and maintains a private practice, specializing in work with survivors of sexual abuse and trauma using clinical improvisation and the Bonny Method of Guided Imagery and Music. Laurie plays fiddle and banjo professionally and is a member of the Krokus Drummers.

Andrew Schelling  
Writing and Poetics  
B.A., University of California, Santa Cruz  
graduate study, University of California, Berkeley  
Andrew came to Colorado from northern California. Poet, translator, essayist, amateur anthropologist, traveler, mountaineer and scholar of the languages of India, his books of poetry include: Claw Moraine and Moon is a Piece of Tea. He has translated poetry from the Sanskrit, Hindi, and several other languages of South Asia. In 1856 he received a Witter Bynner Foundation for Poetry grant for translation. Two of his collections have been reprinted in India. Dropping the Bow: Poems from Ancient India won the Academy of American Poets prize for translation in 1992. Recent books are: Disembodied Poetics: Annals of the Jack Kerouac School, edited with Anne Waldman; The India Book, a collection of essays; and Old Growth, a selection of poetry and notebooks.

Judith Simmer-Brown  
Religious Studies  
B.A., Cornell College  
M.A., Florida State University  
advanced graduate study, Columbia University, Universityof 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.

Steven Taylor Writing and Poetics, InterArts
B.A., Glassboro State College
M.A., Ph.D Candidate, Brown University
Steven has toured internationally as musical arranger and performer with many renowned artists including Allen Ginsberg, Anne Waldman, and the Fugs. He has taught summers at Naropa for more than ten years and has taught full time since 1995. Steven has an M.A. degree and is currently completing his Ph.D dissertation in ethnomusicology.

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 8 years, and an urban meditation center for 3 years.

Lou Stenger Contemplative Psychotherapy
M.A., Texas Women’s University
M.A., The Naropa Institute,
M.S., The American University.
Lou facilitates workshops in Job Search, Networking, and Career Decision Making, and coaches individuals and groups in career transition. In addition to her coaching practice, she is also Affiliate Faculty in the School for Professional Studies at Regis University in Denver.

Anne Waldman Writing and 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 Distinguished Professor of Poetics at the Writing and Poetics Department at Naropa. She also teaches at the Institute of American Indian Arts in Santa Fe and at the Schule für Dichtung in Vienna.

Candace Walworth Foundation Year
B.A., University of Illinois
M.A., Vermont College of Norwich University
Candace has many years experience as an educator, teaching in settings ranging from alternative high school to community college to the university. Before coming to Naropa, she toured for six years with a professional theater company, the United Mime Workers. She is currently the co-chair of the Foundation Year Program 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. She holds Master’s degrees in English Language and Literature and in Counseling. A licensed psychologist in private practice since 1977, she also has been involved in work in the public sector. Her recent book, How to Be a Help Instead of a Hindrance, presents basic principles of contemplative psychotherapy for professional and non-professional helpers.

Lee Worley Theater
B.A., Mount Holyoke College
M.A., The Naropa Institute
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 Italie and Jean-Jacques Lebel among others in the formative years of ensemble theater in New York and Paris. She taught at Sarah Lawrence College and the New School for Social Research, and in 1974 created the Theater Studies Program at Naropa. In the Fall of 1991 she was guest artist at the Cleveland Public Theater. Currently she divides her time between Naropa and working with a Mudra Theater group in Europe.
Part-Time Faculty

Eleanor Alden L.C.S.W., University of Washington, Seattle, M.S.W., University of Puget Sound, M.B.A., has been a clinical social worker since 1966. She was on the faculty, teaching psychology to physicians at the Mercy Family Medicine Residency Program in Denver from 1982 through 1988. She has been in private practice since 1984. She has studied Jungian Depth Analysis for six years at the C.G. Jung Center of Denver and the Inter-Regional Society of Jungian Analysts. Ms. Alden currently presides as President of the C.G. Jung Center of Denver.

Hamed Ali has developed and taught the Diamond Approach over the last twenty-two years. In addition to his writing he has established centers for teaching this method in Colorado, California, and elsewhere. He is active in guiding students and training teachers in the Diamond Approach and in writing. Ali (under the pen name Almasa) is author of eight books including, The Void, The Pearl Beyond Price, The Point of existence, and The Diamond Heart.

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.

Elías Amidon is founder of the Institute for Deep Ecology and the Boulder Institute for Nature and the Human Spirit. He leads professional training in eco-philosophy for therapists and counselors throughout the country, as well as journeys, retreats and training for spiritually-engaged environmental activists in the U.S., Europe, and southeast Asia. Author of The Soul of The Oasis, a book on the ecological design of desert cities (an NEA award), he is also co-editor of the book Earth Prayers and Life Prayers. Elías teaches in the Sufi tradition.

Howard Apooshyan Ph.D. in Counseling Psychology, University of North Carolina. Dr. Apooshyan 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.

Jeri Bacon is a graduate of the Contemplative Psychotherapy Program at Naropa and has worked in the mental health field for eighteen years. She is a supervisor with acutely mentally ill clients at the Mental Health Center of Boulder County, and for seven years she worked with substance abusers and their families as developer and director of the Family Program at the Addiction Recovery Center of the Boulder County Health Department. Jeri supervised staff and students in those positions and has been a clinical tabor and group process leader at Naropa. She has a private practice in Boulder.

Ann Zeidman Bardwell B.F.A., University of Michigan; M.A., The Naropa Institute, Contemplative Psychotherapy, 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.

Laura Beer MA, ACMH holds an Advanced Certification in Music Therapy. She received her Master's degrees from New York University, and did post-masters training with Clive and Carol Robbins for a Certificate in the Nordoff-Robbins Approach to Music Therapy. Her clinical experience includes work with handicapped children, teens, geriatrics and clients with Alzheimer's Disease. Laura has presented her work internationally to students and fellow professionals.

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

Linda Blakeley is a registered nurse and is nationally board certified as a Rehabilitation Nurse Specialist. Additionally, she is a certified Gestalt and EMDR therapist and is the director of the Gestalt Institute for Professional Studies. Linda has been in private practice in the Denver area since 1986 and specializes in adults recovering from childhood trauma. Inherent in her philosophy is the belief that all human beings have a basic drive toward health and wholeness and therapy is a process of dealing with the interruptions of this natural balance.

Jeffrey Elías C.S.W., B.S., University of Maryland; M.S.W., Hunter College, has been Intergenerational Director for Elders Share the Arts since 1989, in which he conducts cross-cultural expressive arts programs for seniors and at-risk youth. With the Lincoln Center for the Performing Arts, Mr. Elías designs aesthetic education modules for public schools. He has also directed expressive arts workshops for long-term care institutions, senior centers and public schools, and he developed an intergenerational program for senior adults and children of homeless families in Washington, D.C.

Jude Blitz B.S.W., University of Maryland, Althood Sandon (Third degree black belt) has been a student of Hirochi Ikeda, Shihan since 1980. She has taught Althood at The Naropa Institute since 1989. Jude is a certified Hakomi Therapist and body worker and has a private practice in Boulder.

Denis Boggio A.A., B.S., Ohio State University, M.A., University of Colorado, is the president of Latina-Boggio Architects in Denver and is recognized as one of the leading architects in the design of retirement housing, assisted living, and long-term care communities. He has over 17 years of design experience and has served as a visiting critic and lecturer at the University of Colorado Graduate School of Architecture. He has also been instrumental in the development of architectural and construction guidelines for the licensing of residential care and other long-term care facilities.

Elizabeth Borden B.A., Kansas State University, M.A., University of North Texas Center for Studies in Aging, Long-Term Care Administration. Ms. Borden, a Colorado licensed nursing home administrator, has worked in the long-term care industry since 1975. She coordinated the development of the first two alternative care facilities in Boulder County. For thirteen years, Ms. Borden served as Director of the Area Agency on Aging in Boulder County, and she has been an advocate, trainer, and developer for long-term care services ranging from home-sharing to convalescent 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 Outdoor Leadership School. She specializes in the dream-painting process, combining art therapy, Jungian, transpersonal, and gestalt therapy.

Pat Breslin, M.A., The Naropa Institute, is a second generation Coloradan. As a "Military Brat", she spent much of her childhood immersed in various "foreign" cultures. Years later after living in Boulder for 10 years she became curious about her own prejudices and biases. The exploration of these hidden corners led her to question why she lived and worked in a community that was overwhelmingly white, upper middle class. Her quest ended when she moved to Denver and began working as a Victim Advocate for the Denver District Attorney's Office.

Part-time Faculty

therapist, Janice focuses on the body as a primary vehicle for being in this world in a healthy, sane, and creative way.

Jane Bustin M.S., Brandeis University, Biochemistry; Ph.D., University of Colorado, Plant Ecology, has been doing ecological research since 1976. She has been an active botanist and ecologist in the Rocky Mountain region and Boulder. She has taught biology, ecology, and a variety of natural science and outdoor education classes at public school, community college, and university levels since 1967.

Jane C. Bryant B.A., Psychology, University of Colorado at Boulder, M.A., Contemplative Psychotherapy, The Naropa Institute. She is an adjunct faculty member at Naropa and senior member of Emergency Psychiatric Services at the Mental Health Center of Boulder County.

Christine Caldwell Ph.D., A.D.T.R., L.P.C., is the founder and a former director of the Somatic Psychology Department at The Naropa Institute. Her work began twenty years ago with dance therapy, Aston-Patterning and Gestalt, and has mutated over the years into a form of body-centered psychotherapy that she calls the Healing Cycle. This work emphasizes the pre and post-natal stages, the transformational effects on movement and consciousness, the practice of dying, the opportunity in addition, and a trust in personal essence. She has taught at a number of institutions and teaches and lectures internationally.

Charles Cambridge Ph.D., has taught courses in anthropology, Native American studies and ethnic studies at universities across the United States. He has published extensively and is a member of the Navajo Nation.

Harriet Campbell B.A., Wilson College, MA; University of Iowa, in studio art and art history. A student of the Tibetan Buddhist and Shambhala tradition for many years, she is now pursuing a lifelong interest in the contemplative arts. In 1992 she became a student of Japanese brush under master calligrapher, Ichicho Takamote, 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 tenure professor at Colorado School of Mines since 1976. 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 Sifting and Psychoanalysis: An Existential Challenge to Clinical Metatheory.

Michael Caplan, J.D., LLM, combines his knowledge of the legal system with his mediation, facilitation, and training skills. As a partner in the M. Caplan Company & as a Senior Associate of CPPA, he works with individuals, corporations, non-profits, and governmental agencies. His ability to articulate complicated concepts in a straightforward manner and to assist people with discussing difficult subjects in a productive and collaborative problem-solving way helps them make decisions which meet their needs. Mr. Caplan is a member of the ADR section of the Boulder Bar Association, the International Association of Facilitators and the Colorado Community and Mediator Organizations and is an NLP Practitioner. He is on the faculty of the University of Denver, University College, and The Naropa Institute and teaches programs in communication, conflict resolution and facilitation. He has also studied, worked and lived in cooperative communities such as Esalen Institute, Feathered Pipe Ranch and Arcosanti.

Megan Carnarius, LPN, Presbyterian/University of Pennsylvania Medical School; RN, Front Range Community College. Ms. Carnarius has studied and practiced massage therapy and aromatherapy in the U.S. and Europe. She was the Boulder Housing Authority’s Unit Manager at Manor Care in Boulder and vice president of Operations for the Westbridge Group in Boulder, a developer of long-term care facilities.

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 intern at the Center for Education and Mental Health since 1984. Ms. Chellos has been recognized as a pioneer in sexual ethics in the bodywork field and has published articles about the therapeutic relationship in the Journal of the Massage Therapy.

David Chernikoff M.Div., Graduate Theological Union, M.A.W., University of Denver, is a meditation teacher and licensed psychotherapist who has been doing "people work" since the early 1970s. He has worked in a wide variety of human services settings, including mental health centers, schools, hospices, churches, private practice, and with community development. He has worked 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.

Lee Christopher M.Ed., Tulane University, M.F.A., Writing and Poetics, The Naropa Institute has taught at Naropa for the past two summers. She teaches English at Metropolitan State College of Denver and is the executive editor of The New Generation. Since 1986, she has been Peace Jam Foundation's lead writer for curricula for Nobel Peace Laureate Betty Williams, Rigbértta Menchu Tum, Oscar Arias, Desmond Tutu, Nelson Mandela, Aung San Suu Kyi, Mairead Corrigan Maguire, and His Holiness the Dalai Lama. Her most recent chapbook is The Hunt.

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 psychotherapist for Matri Psychological Services, the Boulder County Mental Health Center, and in private practice. She served as resident Director of Shambhala Training and Director of practice and study for Ferma Jampal in Boulder. She has been a teacher of Buddhist and Shambhala dharma since 1979.

Ben Cohen Ph.D., University of Delaware, is a graduate of The Gestalt Institute of Cleveland's Post-Graduate Training Program. Ben has taught and supervised graduate students in Gestalt and general counseling skills. Currently on staff at the University of Colorado and the Gestalt Therapy Institute of Boulder, he also has private practices in Denver and Boulder. His interests include body process, meditation and psychotherapy, couples counseling, and group process.

Jack Colom M.A., University of Colorado, English, has had work published in nearly 100 magazines and anthologies here and abroad. His collections of poetry include Little Grand Piano (Arguing with the Photo Studio) and tall, tall, tall; he recently co-authored Poetry Everywhere, a book about teaching poetry to children of all ages. He has taught at Naropa for almost a decade and has been awarded two NEA fellowships. He directs The Kerouac School's Project Outreach program.

Sharon Conlin B.N., B.S., Nursing, University of Michigan; M.A., Counseling, University of Colorado; has been practicing psychotherapy for the past 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 8 years in private practice specializing in individual, couple, and group psychotherapy.

Carol Current 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 Pat Flood of The Next Step. Her most recent performance was in the Holy Cow Theater production of The Tricker Returns. 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 research and policy development. Her most recent experience working with children and developing school, child care, and education programs. She founded and
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directed the Mapletree School, directed Friends British Primary School, both located in Boulder, and taught in Boulder Valley Schools. She is a Research Associate at the University of Colorado in Denver and has served as instructor at the Community College of Denver.

Richard Dart has been a student of the outdoors from more than 30 years and has studied with noted leaders in the field including Dr. John James, M.D., and Dr. James Fall, D.C. He teaches and lectures locally throughout the Denver area. His teaching style incorporates the spiritual with the practical.

John Davis, B.A., Wells Forest University, M.A., Ph.D., University of Colorado. John is a Professor at Metropolitan State College of Denver, a teacher in the Ridgewood School (a spiritual work) and under the direction of James E. Allard. He also leads wilderness guides 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 Victim/Offender Program for the treatment of adolescent sex offenders through Boulder County Social Services Sexual Abuse Team. She has worked extensively in the field of sexual abuse treatment and prevention, as a mediator and in educational settings in school and group homes. She is a clinical counselor for the Institute.

Christine Denning, M.A., The Naropa Institute, Transpersonal Psychology B.A., University of Dallas, English Literature, is a counselor in private practice. She studied at the Naropa Institute, as well as trained with Jim Fay and Foster Cline. She works with children and parents, and adults and teaches parenting classes. She is also a consultant for private and community organizations, and schools on working with children, teens, parents and families.

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

Andy Dorsey, M.A., Lesley College, M.B.A., Harvard University. He is a faculty member at Front Range Community College and a career counselor. 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. He also teaches Career Counseling and Human Growth and Development at local schools.

Bill Douglas, Yale University, is a composer, pianist and bassoonist. He has made three recordings on RCA with Peter Schickele. He teaches piano and composition. He is presently at his second year in the graduate program in composition. Mr. Douglas has performed as a soloist with the Boulder Symphony and the Boulder Bach Festival. He has recorded four solo albums: Jewel Lake, Cantilena, Kaleidoscope, Deep Peace, and Circle of Moons.

Suzanne Duarte, B.A., University of California, Riverside, has been teaching Buddhist philosophy and practice for 20 years, and directing Shambhala Training for 15 years. She became active in the international environmental movement in 1986 and co-authored Lost Earth of the Earth People. She has published many articles on paradigm change, Buddhism, and Ecology.

Ravi Dykema was granted the title Yogiyo, or "yoga adopt" by his teacher, Swami Gitananda, during Dykema's four-year tenure in the early '70s as a student and faculty member of Gitananda's Yoga Vedanta University of South India in Pondicherry. Dykema has been teaching yoga classes and has had a private practice in yoga therapy for 15 years. He also publishes and edits a 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, cutplacement, entrepreneurship, communications, leadership and team building. He was educated at Princeton and has done graduate work at Columbia and Pepperdine.

James Emery, B.A., University of Colorado at Denver, Psychology; M.A., The Naropa Institute, Contemplative Psychotherapy has worked extensively as an employer and therapist in the Environment Treatment Model. His work has been primarily in the field of Geriatrics and that of major mental illness.

Katherine Woodrich Emery, B.S. in Education Northern Illinois University; M.A., The Naropa Institute; Gestalt Institute of Denver training. Mrs. Emery is currently an adjunct faculty member for the BA Contemplative Psychology department as well as the MA Contemplative Psychotherapy program at The Naropa Institute. She has had extensive experience working with others in private and public settings.

Barry Epstein, A.B., University of Arizona, J.D. University of Denver, is a partner in the firm Sills & Epstein in Denver and a former Deputy District Attorney, 18th Judicial District. He is an author of numerous articles on health care issues and has been frequently published in such journals as the Journal of the Colorado Dental Association, Quiin’s Bulletin on Long-Term Care Law, and Provider Magazine.

Mary Erickson, MCAT, CMT-BO, Hahnemann 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 has served as regional director for the Colorado Developmental Disabilities Planning Council. She is an accomplished pianist and plays in a chamber music group in addition to teaching improvisational piano.

Sue Evans. MBA Finance, Michigan State University, MA Counseling, Michigan State University, BA Psychology, Adams State College, has worked in finance and accounting for over 14 years. Her experience includes in-house Chief Financial Officer of a high tech start-up company, and managing the endowment and trust funds of a major university. She has also taught classes in accounting, auditing 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.

Sylvine Marbury Farnell, B.A., History and Ancient Greek, Bryn Mawr College, Ph.D., English Literature, City University of New York, has taught literature and writing at the college level since 1968. For fifteen years she taught at Maharishi International University, an experimental college in Fairfield, Iowa, where students, staff, and faculty practice Transcendental Meditation technique, and every discipline is taught in relation to the spiritual development of the student. She has published and presented the mystical poetry of Henry Vaughan. Currently, Sylvine teaches in the University Writing Program at the University of Colorado in Boulder.

Mimi Farrell-Hansen, B.A., Smith College, M.A., Columbia University, M.A., A.T.R., L.P.C., Vermont College of Norwich University, is an art psychotherapist trained in evaluation and treatment of children and adults in clinical and private settings. Founder and former director of the Art Therapy program at Naropa, Mimi now combines part-time teaching and therapy work with art therapy and eco-psychotherapy. Her paintings and sculptural pieces are found in private collections in the USA and abroad.

Carole Fleming, M.A., The Naropa Institute, has served as Administrative Director of the MA Psychology, Contemplative Psychotherapy Department. She is currently chair of the admissions committee of the Transpersonal Psychology Department and adjunct faculty in Buddhist Studies, Contemplative Psychotherapy and Foundation Year.

Lynne Foote, M.A., L.P.C., is a licensed psychotherapist in private practice in Boulder working with adults, couples, and groups. She has had traditional training in Marriage and Family Therapy from the University of Northern Colorado and extensive experience with Hakomi Therapy's body-centered, intrapsychic process. Her work also draws from Jungian
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theory, Buddhist Mindfulness practice, Earth Rituals, and art therapy.

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 Rolling Movement training, Hakomi Bodywork training, Laban Movement Analysis studies, and Oriental-Social therapy. Mary Ann has a private practice and teaches classes for health professionals.

Lorain Fox (Cree/Blackfoot) is a pipecarrier and Sundancer. She is the founder and Director of Rediscovery Four Corners, a non-profit program under the guidance of Native American Elders. For nine years she has directed the Rediscovery Wilderness Leadership Program for youth, and currently directs Rediscovery Elders and youth projects at Pine Ridge Reservation, S.D. She is past Board Director of Rediscovery International Foundation which guides international multicultural environmental programs for youth. Lorain was the recipient of the International Environmental Harmonious Planet Award, and is a member of the Advisory Council for the Environmental Studies Department at Naropa.

Wren Frittslan M.A., Contemplative Psychology, The Naropa Institute, grew up in Western Colorado and received a B.A. in Human Services from Mesa State College in 1982. Her father was minister in the Church of God and Wren grew up with a strong sense of the connection between service to others and spirituality. She has worked with several different populations including developmentally disabled, autistic children, the elderly, the seriously ill, and people suffering from AIDS related depression. She has worked for the Mental Health Center of Boulder County for 5 years and currently serves as team leader for The Friendship House Team. In addition to her duties there, she serves on the Board of Directors of the non-profit psychotherapy team at Boulder County AIDS Project. She likes to sing and does so for the Boulder Chorale. He also enjoys watercolor painting.

Duye Freeman M.A., L.P.C., is currently in private practice and has been since 1983. This practice consists of working with adults, children, and families using a variety of modalities with the primary emphasis on experiential work. In addition to teaching at Naropa for three years, Duye has taught classes about working with children at a number of schools throughout Colorado. He has been a Principal of a school as well as a therapist at such schools and is currently the Director of the Gestalt Institute of the Rockies.

Ethelyn Friend MFA, Brandeis University, B.A. Poetics, Naropa Institute has been working with acting and voice in traditional and non-traditional forms since childhood. She has performed roles in regional theater, musical theater, and opera and has done many workshops 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.

Liz Gaggini M.A., Buddhist & Western Psychology, The Naropa Institute. Liz has worked as a psychotherapist and is also a certified Rolfer. She has taught "Psychology of Meditation" and meditation-related classes at the Naropa Institute since 1980.

Bran Gagliardi (Branny) M.A., Social Psychology, Antioch University, also has a B.A. in Psychology and a B.S. in Biology. She has been an adjunct faculty member at Metropolitan State College of Denver since 1982, teaching Psychology of Gender, Violence and Aggression, Prejudice, The History of Philosophy & Psychology, and Research & Statistics. Branny has received four excellence in teaching awards since 1990.

Athena Girodio B.A., Contemplative Psychology, Health & Healing, The Naropa Institute; certified Reflexologist, International Institute of Reflexology of Boulder, since 1989, 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, herbology 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, Jungian psychology, and art with more traditional counseling approaches. As a specialist in working with eating disorders, trauma recovery, and body/health issues, she has presented numerous workshops and seminars.

Elena Giuliani B.A., Georgetown University, M.A. in Somatic Psychology at The Naropa Institute; grew up in Germany. Elena is a Certified Practitioner of Body-Mind Centering, holds a certificate as Body-Energy Practitioner, and integrates a variety of bodywork and movement modalities into her teaching and private practice in Boulder, CO. She especially enjoys exploring developmental movement patterns with her daughter Maria.

Rev. Dr. Maxine Glaz, B.S., M.Div., Th.M., Ed.D., is a certified supervisor of Clinical Pastoral Education (CAPE), director of Pastoral Care and Education, HealthONE, Denver, Colorado. (Hospitals which offer education for chaplains under Dr. Glaz's supervision including Presbyterian/St. Luke's Medical Center, Swedish Medical Center, Among Presbyterian Hospital, Bethesda Psych.Care, and the University of Colorado Health Sciences Center.) She is the editor of Women in 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 ethics within Presbyterian/St. Luke's Hospital and is an active member of both HealthONE's Joint and Board Ethics Committee.

Cassell Gross B.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. In her private practice she combines body-centered psychotherapy, Jungian psychology, art therapy, bodywork, and shamanism. Her focus with clients is to move through wounds and issues to transformative experience of one's own essential nature and relationship to the earth.

Joan Halifax Ph.D., is an anthropologist and Buddhist Teacher. She is a Dharmacyan in the Tepin Hased Order of the Buddhist Church of America. She is also director of the Rolls-Royce Dance ensemble, a theater and music company, a member of several dance companies including The Human Encounter With Death (with Stanislav Grof, Shamanic Voices, Shaman: The Wounded Healer, and The Fruitful Darkness. She has taught at Columbia University, University of Miami School of Medicine, The New School for Social Research, and The California Institute for Integral Studies. Joan has worked with indigenous peoples in the United States and Asia around environmental and health issues. She is the founder of the Upaya Foundation and the Project on Being and Dying.

Bob Hall began his drumming career with the Irepo African Drum and Dance ensemble directed by Mr. Ahmadji Joda. He has studied the indigenous rhythms of Senegal with the Master Drummer of that region. He currently co-directs the T-semibold Drum and Dance group with Tracy Riley and directs the nine-member African drum ensemble Nubian Nob. Bob is also the percussionist with World Repose.

Carol Haisty B.A., Fine Arts, Kansas State University, is a four level certified teacher directed by the Bogota SB and people of Richa. Carol has studied in the schools of Bogota for twelve years. She studied with Chogyam Trungpa, Rinpoche and helped present Dharma Art shows across the US. She is chairperson of the Kalena Ikheba School board. She was one of the original teachers at The Vidya School, a contemplative elementary/middle school, where she taught Ikheba students for children for seven years.
Part-time Faculty

Vincent Harding Ph.D., University of Chicago, is Professor of Religion and Social Transformation at Iliff School of Theology in Denver. Dr. Harding has had a 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 was senior sategien at Transpersonal Counseling PBS television series, "Eyes on the Prime." 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 Urgyen Shempen, Jules Levinson, and John Rodwell. She has been a member of the Nalanda Transliteration Committee since 1986. Currently, she is teaching Tibetan at Naropa, and studying with Dagpo Kongtrul Rinpoche. She is also editing and translating with Khempo Palden Sherab Rinpoche and Khempo Tsering Longyal Rinpoche.

Gene Hooley B.A. Psychology, University of Massachusetts (Dartmouth), MEd Education/Early Childhood, Antioch University, has taught young children of all ages. She has been a teacher, counselor, and trainer, and has taught a variety of courses and workshops for adults. She has most recently been the Assistant Director at Alaya Preschool, which is part of The Naropa Institute.

Bob Howard B.A., University of Kansas, trained with Alan Chadwick at the University of California, Santa Cruz. He is a member of many horticultural societies, including the biodynamic association, the Chaddock Society, and the American Rock Garden Society. He owns a landscape design and garden business in Boulder. He is the co-author, with Eric Sliez, of What Makes the Crops Ripe.

Desi Howard B.A., Psychology, The Naropa Institute. Ms. Howard continues to study Gagaku with both Togi, Senssei and Arwana Hayashi. She currently is head of the Nalanda Gagaku Society in Boulder.

Victoria Howard B.A., Barnard College of Columbia University; Ph.D candidate, The Union Institute, Professional Psychology, Ms. Howard founded and directed Dana Home Care, a national, non-profit organization providing in-home care for frail seniors. She currently co-teaches the Psychology of Aging course in The Naropa Institute's Contemplative Psychology 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 Sands House in Boulder and Temenos House in Wheat Ridge.

Gail Hoyt B.A., University of Colorado, is a C.P.A. and President of Financial and Accounting Support Specialists, a consulting firm. She was also formerly the Director of Financial Services at Fronstar Management, Inc., Denver.

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

Diane Israel B.A., Sarah Lawrence College, M.A., The Naropa Institute, Transpersonal Counseling Psychology, has worked in the field of domestic violence, specifically with perpetrators, since 1991. In addition to working at Boulder Men's Center, she has organized a program for women offenders, Women Expelling (Alternatives to Violent Epics). Diane's private practice focuses on adolescents, couples, and troubled people from all walks of life.

She is also a counselor for Women's Quest, a spiritual training camp for women seeking balance through athletics.

Kristen Iverson Visiting professor and author Kristen Iverson recently completed her Ph.D. in English from Denver University and holds a certificate in German from the Goethe Institute in Frankfurt, Germany. In addition to teaching at Naropa, she is an Adjunct professor of English at Metropolitan State College in Denver. Her work has appeared in the Dickinson Review, The Alaska Quarterly, The Flannery O'Connor Bulletin and she is the author of a collection of short stories entitled, The Shape of a Secret. She is currently in residence as visiting faculty in the Department of Writing and Poetics.

Jeff Jerebker B.A. Syracuse University, Accounting; M.A. University of Wisconsin, Sociology, is president of Pimon 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 18 Colorado and New Mexico nursing homes.

Giovanna Jobson is currently completing her masters degree in Buddhist Studies at the Institute. She has been a student of Chegyam Trungpa, Rinpoche, since 1972, and has been engaged in the study and practice of Buddhism for over 20 years. She is a meditation instructor, Shamatha Training director, and has taught meditation workshops and classes in many subjects. She brings to her teaching the experience of many years in business, and in raising a family.

Sally Kaplan began her film work in 1984 and has served as Associate Producer and Editor on a variety of programs for public television. She has developed a distinct and evocative manner of visual story telling using text and/or dance with Super 8 film and small format video. While in Romania teaching courses in experimental documentary and performance with Heidi Gilpin, she produced "Dybbuks and Chicken Soup," a personal documentary which traces her ancestral Transylvanian roots. From 1992-1995, she taught video production and performance critique at the UCI/A Department of Dance and World Arts and Cultures. Kaplan freelance as a producer/director and editor, and also offers intensive workshops in video as a creative process tool. She has been an artist-in-residence at Naropa and is currently working on several projects including a documentary in collaboration with the Boulder County AIDS Project about women and AIDS.

Lynee Katmann B.A., Tufts University; Ph.D., London School of Economics, Department of Health Economics, specialization in the study of health policy and infant health system models; is founder and President of Juniper Partners and has been involved with the long-term care industry since 1981. She has been employed in a variety of public sector positions and was responsible for the creation of a program and legislation for a statewide universal health plan for the State of Oregon. While employed with Metrocare, Inc, a long-term care company, she oversaw nursing homes across the country, and developed the company's managed care division.

Christina Kauffman Ph.D., University of Colorado, Counseling Psychology. A licensed psychologist and marriage and family therapist, Christina has been a practicing psychotherapist for 20 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 woman in science, engineering, and business.

Terry Keepers Ph.D. Case Western Reserve, Clinical Psychology, is a licensed psychologist of Jungian orientation in private practice who has been studying the anthropology of psychological healing practices for eleven years, including six
Part-time Faculty

years of intensive training with Michael Harner and Sandra Ingerman. In addition to his clinical practice, he operates Shakti Drum and makes drums. His is co-author of the book *Raising Kids Okay*.

Marybeth Kjeigher, M.A., Contemplative Psychotherapy, The Naropa Institute, has been a student of the Shamatha and Tibetan Buddhist traditions since 1971. Since 1986, she has practiced psychotherapy and taught as an adjunct faculty member at Naropa with a focus on addiction and psychosis. She is a licensed acupuncturist as well as a practitioner of plant spirit medicine and therapeutic touch.

Denny Kercher has been a management consultant for over 30 years. She brings to businesses and organizations an experienced and incisive 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*.

Kyoko Kita, Senpai 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 1975 where she teaches Ikebana, tea ceremony and Japanese cooking. She is President of Sogetsu Colorado Branch and has taught Ikebana to students since 1983.

Tracy Kittys has been studying African Dance for 17 years in New York, Orange County, and the Ivory Coast, where she lived and studied Les Guirvivos National Dance Company. She has had the honor of studying the dances of Senegal, Guinea, the Ivory Coast, Ghana, Benin, Nigeria, the Congo, Haiti, and Cuba, all with people indigenous to each country. She teaches and performs throughout Colorado and has been the principal dancer and Director with Tementa, a multiracial, multigenerational African Drum and Dance Ensemble since 1990.

Bob Kocelhim, B.A., Colgate University, M.P.S. with distinction in Art Therapy, Pratt Institute, is a Licensed Professional Counselor and current president of The Art Therapy Association of Colorado. He is employed at The Center for Creative Arts Therapy where he works with a variety of adult populations. In addition, Bob is an active painter and has exhibited his work in the Denver area.

Art Lande, B.A., Williams College, is an internationally known pianist, composer and teacher. He has recorded several albums with Mark Isham and two solo albums, *Melissa Spins Away* and *Hardball*, which was nominated for a Grammy Award. His children’s albums on Windham Hill are unique in their warmth, humor and craft. Lande has performed throughout the world with Jan Garbarek, Paul McCandless, Gary Peacock, John Abercrombie, Bobby Hutcherson, Joe Henderson, and others. He is well known for his innovative approaches to teaching piano, improvisation and ear training.

I Made Lasmanwani, Indonesian College of the Arts; was born in the village of Batutuk in Bali, Indonesia. Strongly influenced by his family and involved in the arts since childhood, he entered Koker (Conservatory Karawitan) and continued his studies at Academy of Indonesian Traditional Music (AKDI) in Central Java. In 1988 he received his degree and became a full-time instructor at AKDI. 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 Times Mohor.

Jack Lavino, B.A., Brown University, M.A., Northern Arizona University, Internationally Certified Alcohol and Drug Abuse Counselor. Jack has facilitated the interrelationship among addictive behaviors, attachment and bonding disruptions between parents and children, childhood traumas, and addictive behaviors. He is currently writing a book on the connection of attachment disorders and the development of addictive behaviors. He has twenty-two years of experience counseling in a variety of settings, including private practice, outpatient treatment centers, corporations, and county governmental and community centers, with families, couples, children, and individuals in his private psychotherapy practice, Addiction and Attachment Counseling and Educational Services in Boulder.

Adwoa Lemieux, M.A., Dance Therapy, The Naropa Institute, began studying contact improvisation in 1981. Her interest in the pure physicality of movement and the process of interpersonal connections lead her to pursuing 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 1980-82 and 1985. She continues collaborating, performing, and teaching within Colorado and throughout the U.S.

Carole Lindroos (M.A., L.P.C.), M.A., Contemplative Psychotherapy, The Naropa Institute is the Co-Director of Programs and on clinical staff at QualLife Wellness Community where she facilitates groups and weekend programs. A licensed Professional Counselor and a Certified Relational Field Practitioner, she has a private psychotherapy practice specializing in grief and loss issues.

Cara Luneau, M.A., The Naropa Institute, Buddhism and Western Psychology, is a licensed psychotherapist and a member of the Intensive Family Treatment Team of Boulder County Department of Social Services. She has worked with individuals, couples, and families since 1980.

Bernie Marel, MFA, University of Wisconsin, studied at the Edinburgh College of Art, Scotland and trained in Gestalt and expressive therapies at the Folinic Institute, Italy. He has held the position of instructor of art at the Kalamazoo Institute of Art, and Colorado Women’s College. Bernie has worked as an art therapist in numerous psychiatric settings. He is founder and director of Art for Life Studio, a place committed to a contemplative approach to bridging art making and everyday life. He is a practicing artist and musician.

Suzanne Marin, 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 on the teaching staff for IBP of Boulder and is adjunct teaching faculty and supervisor for the Somatic Psychology Department at Naropa.

Gina Martin-Smith, B.A., University of Denver, M.A„ The Naropa Institute in Transpersonal Counseling Psychology specializing in Jungian and Buddhist studies. She has worked in private practice, at The Mental Health Center in Boulder, and at The Naropa Institute in community building and teaching. Whatever work she does, it is in the context of exploring consciousness, through meditative, study, active imagination, conversing, accompanying; being.

Nancy Maysom, 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 pluralism in America.

Mark McCaffrey, M.A., is a native of the Boulder Creek Watershed. His M.A. degree in Educational Leadership had a strong emphasis on interdisciplinary water education, which blends sciences, arts, civics and contemplation in the context of a watershed community. While attaining his Bachelor’s degree in Southwestern Studies, Mark worked as a river guide in Colorado, New Mexico and Utah. He worked with AmeriCorps national civil service program, and also taught at Front Range Community College. Mark is a founder of the Boulder Creek Watershed Initiative and has published Watert握手: The Wet Gazette.
Part-time Faculty

Carol Lynn McDowell
B.A., Bennington College, Choreography/Theater Design, has collaborated as a performer and/or lighting designer with numerous experimental artists including Riki Takei, Tim Nichols, Yoshio Chihara, and Kawsun Finley. In 1995 she received a Bessie Award for her "architectures of light." Her experimental dance/performance works have been commissioned and presented in many major cities in the U.S. and abroad. In 1998 she was awarded the Dietrich Artist Residence 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 Works of Violence Research in NYC, and the NYU Experimental Theater Wing.

Loretta McGrath  B.A., Interdisciplinary Studies, The Naropa Institute, M.A., Communication and Linguistic Anthropology, Vermont College of Norwich University, has been an assistant teacher for the past four years in the Foundation Year and B.A. Psychology departments at The Naropa Institute. She has been a shaman practitioner and certified massage therapist since 1986 and maintains a private practice in Boulder. Prior to coming to Naropa, Loretta was a professional ski race instructor of children and adults. For the last two years she has served as an administrator and student liaison in the Environmental Studies Department.

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 1990. After training in trauma therapy with John Dean, she began co-teaching with John specific processes for working with childhood trauma issues. As is reflected in her teaching, Jenny believes in a client-centered approach that combines compassion with directness to uncover repressed feelings often held in one’s history.

Spence McWilliams, Ph.D., served on the psychology faculty of the University of Arizona and Winthrop University, where he taught courses in clinical psychology and personality theory. He maintains a regular Zen meditation practice and has studied with Charlotte Joko Beck, Zen Center of San Diego, since 1983. He currently serves as Vice President for Academic Affairs at The Institute.

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. He is a philosopher, psychologist, and experiential educator, he has applied these perspectives to his work as a teacher, wilderness leader, Outward Bound director, corporate trainer, consultant, and founder of Outdoor 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 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.

Fred Miles  A.B., Doane College, J.D., University of Denver, is the founder and president of Miles & Epstein, a nationally recognized law firm in Denver specializing in health care law. He is the author of Creative Health Services: A Model for Group Nursing Practice, and numerous articles on health care published in The Colorado Lawyer and Provider Magazine.

Mary Mills, MS, LMFT, LPC, is a practicing marriage and family therapist in Longmont, Colorado. She holds a Masters degree in Counseling (1978) and a Bachelors degree in Education (1977) from Kent State University. Mary has completed a post-graduate program in Marriages and Family Therapy (1985), and has been accepted as a clinical member of AAMFT. She is trained and certified as a CAC III Substance abuse counselor. Her experience includes 18 years in the public schools as a counselor and teacher. In addition to her MFT practice, Mary also volunteers mediation services for the City of Longmont.

Stephanie Mines  Ph.D., Union Institute, the author of Sexual Abuse/Sacred Wound: Transforming Deep Trauma, an overview of how energetic reorganization and expressive arts are pathways to recovery from trauma. She is the founder of the TARA Programs, providing training in the use of expressive and healing arts. Stephanie is also committed to providing these solutions to People Living with AIDS. In addition, she is a published poet, a storyteller and a mother.

Kekuni Minton  M.EA, Maharishi International University, Ph.D., Clinical Psychologist, Naropa 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 Fumusha, a védic monastery.

Cynthia Moku Studied at University of New Mexico, Eastern New Mexico University, San Francisco Academy of Art. Cynthia founded the Visual arts program at The Institute. In 1973 she became a student of Kyabje Karmapa Rinpoche and began the art of Tangka 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; Boulder Community Hospital and with a managed care corporation. She maintains an active practice in which she integrates the brilliance of both Eastern and Western traditions.

Rebecca Morgan  R.N., M.A., Contemplative Psychotherapy, The Naropa Institute, L.P.C., has been a certified teacher of the Diamond Approach for ten years. She teaches the Diamond Approach locally and also in New York, Canada, and Germany. Rebecca also maintains a private practice of psychotherapy in Boulder.

Linda Morrell  B.A., Colorado State University has studied yoga for 15 years. Currently, she studies and team teaches with Yogi Raj Ravi Dyeckman at his Boulder studio.

Gary Mueller Ph.D., Lafayette University, Denver; Pastoral Psychology, has been the director of the Gestalt Therapy Institute of Boulder since 1981. He has served on the faculty and board of the Gestalt group of Michigan and Ontario and was the founder of Oredia, Association for Holistic Health in 1978. He is a psychotherapist, homespan, educator, and group leader who has been committed to meditation practice for 31 years and body/mind therapy for 26 years.

Joshua Mulder Attended California Institute of the Arts; graduate study at the University of Colorado; Mulder studied visual drama with Chogyam Trungpa Rinpoche; Tangka painting with Sherab Tenzin Duen and Tenzin Kongsang; mandala construction with Tenga Rinpoche; and sculpture with Chagu Duten Rinpoche. He is the Art Director for the Great Stupa of Dharma Vajra, which is under construction at the Rocky Mountain Dharma Center.

Duane Mullner, L.P.C., is a licensed psychotherapist, consultant, educator, and co-director of The Gestalt Institute of the Rockies. He provides care and counseling to individuals, couples, and families. Duane’s current specialty is grief and trauma work. With more than twenty-five years of experience in his own successful private practice, he brings a pioneer mentality, hope-filled vision, and an intuitive wisdom with his clinical skills.

Kathy Naman  B.S., Indiana University, M.A., The Naropa Institute, earned her undergraduate degree in Education with a major in Rehabilitation Counseling and her graduate degree in Contemplative Psychotherapy. Her experience includes serving as Family Services Director at Regency Rehabilitation Center, Clinical Director at Transitions of Denver, and Family Services Counselor for the Spalding Rehabilitation Center’s Brain Injury Rehabilitation Program. Ma. Naman has been in private practice as a licensed professional counselor since 1987. She has served on adjunct faculty in the Contemplative Psychotherapy Program at Naropa for more than 10 years, and has been an intern supervisor with the Gerontology program since 1995.
Part-time Faculty

Susan Nunnanheminda received her MSW from the University of Denver and also attended the Master of Divinity Program at Iliff School of Theology. She is a Licensed Clinical Social Worker, a Certified Group Psychotherapist, and a Criminal Justice Specialist. Susan has been in private practice since 1990 and continues community work with The Colorado Center for the Advancement of Group Studies and the Colorado Center of Modern Psychoanalytic Studies.

Michael Newhall B.S., University of Wisconsin, M.F.A., School of the Art Institute of Chicago: Newhall has taught figure drawing, color, and painting at the School of the Art Institute of Chicago and at the Milwaukee Institute of Art and Design. In 1978 he was invited to lecture and teach as a Visiting Artist at Osaka Institute of Arts in Japan.

Lara Newton M.A., L.P.C., P.C., is a diplomat, Jungian Analyst and Licensed Professional Counselor in private practice in Denver. She has studied Jungian psychology since 1974, a study including intensive academic work and long-term personal analysis. Her studies have been in Zurich and with the Inter-Regional Society of Jungian Analysts. She holds M.A. degrees in Psychology and English Literature, and has published papers on Jungian-related topics. Lara’s experience as a therapist includes individual and group therapy, with emphasis in women’s issues, sibling relationships, addictions, and 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.

Heidi O’Riley M.A., Contemplative Psychotherapy, The Naropa Institute, has been a student and practitioner of Buddhism for over 25 years. She is a Senior Clinical Tutor for the Contemplative Psychotherapy department at Naropa and has been a teaching assistant for numerous courses. In addition, she has worked extensively with the severely disturbed using the Windhorse Model and has a private practice which combines psychotherapy, energy work, and clayroom.

Brad O’Sullivan is a letterpress printer, bookbinder, and graduate of the M.F.A. Writing and Poetics Department at Naropa Institute. His new book is Pointing at the Direction of Sound.

Dottie H. Oatman, M.A., A.T.R.-BC, George Washington University, Art Therapy, has been practicing art therapy primarily with children over the past 15 years. She is currently working with Latino children in a public school setting, exploring the use of art therapy in aiding the learning process and in supporting the adjustment to this culture. In addition to teaching in the art therapy program at Naropa, Oatman conducts and exhibits her artwork, practices yoga, and conducts art classes and art therapy from her “Make Room for Art” studio.

Paul Oertel B.A., University of California, Berkeley; M.F.A., N.Y.U. School of the Arts, Acting. He moved to Boulder in 1975 after a founding member and principal performer of The Nancy Spenser Dance Theatre of Colorado, performing and teaching nationally and internationally for the past twenty-two years. He has taught at The Naropa Institute since 1974 and also teaches currently at the Boulder School of Massage Therapy and the National Theatre Conservatory. Additionally, he is a Jin Shin Doiatsu practitioner.

Pat Ogden, M.A., is a founding member of the Hakomi Institute, sits on its Trainer’s Board, and is the originator and Director of Hakomix Training. Trained in a wide variety of somatic approaches, she is a Structural Integrator (Guild for Structural Integration), past faculty of Eros Institute (founded by Per Levines specializing in healing the effects of trauma). Over the past 20 years Pat has worked with a diversity of populations, including the terminally ill, prison inmates, survivors of trauma, and persons with injuries. Numerous articles on her work have been published internationally, and she is currently working on a book about Hakomi Integrative Somatics. She lives and practices in Boulder, CO and conducts trainings internationally.

Akihla Oliver is a post, performance artist, and teacher. She has read and performed experimental, investigative performance art as a solo artist and in collaboration. She is currently a member of the performance art group the Sacred Naked Nature Girls.

Liy Opheim B.S., Bergen Technical College (Norway), M.A., The Naropa Institute, Contemplative Psychotherapy, has studied and practiced Tibetan Buddhism for thirteen years. She has been a counselor and meditation teacher at the Institute for various retreats and maintains a private practice in psychotherapy.

Paula Palmer M.A., Michigan State University (Sociology), spent 30 years in Central America working with a variety of community organizations to develop culturally appropriate strategies for sustainable development. In collaboration with indigenous and Afro-Caribbean communities she has published five books of “people’s history.” She works at the American Indian Science and Engineering Society.

Charles Patterson M.S., Ph.D., University of Colorado has worked since 1976 as a tenured geologist in geologic history. He currently works as an environmental consultant and teaches at the University of Colorado.

Pat Patton B.A. Union University, M.A., Psychology, The Naropa Institute, is a Colorado licensed Professional Counselor and an adjunct faculty member for the Union Institute in Cincinnati, Ohio. In private practice in Boulder and Westminster, Colorado, Ms. Patton’s expertise in relationship issues has positioned her as a noted speaker/consultant in the Denver/Boulder area.

Deb Pirianian, M.A., Transpersonal Counseling Psychology; Art Therapy, The Naropa Institute, Ph.D., University of Washington, Slavic Linguistics, is a psychotherapist in private practice and with West Fins Psychiatric Hospital as well as a course director for the Colorado Outward Bound School, specializing in wilderness therapy.

Susanne Pope, Ph.D., is the Clinical Director of The Colorado Institute for Marriage and the Family, a member of the Brief Therapy Project, and a recent adjunct faculty member at the University of Colorado and The Naropa Institute. She is an AAMFT approved supervisor and began one of the oldest training programs in Colorado for post-Masters clinicians interested in specializing in marriage and family therapy. Known for her sense of humor, creative teaching style and depth of understanding, Susanne often invites students to work with the material on both a personal and professional level. She is currently very interested in applying systems theory to larger systems and is successfully consulting with schools and businesses using this model.

Reesa Porter M.A., L.P.C., University of Southern Florida, Counseling, is a psychotherapist with over twenty years’ experience in the mental health field. Her seventeen years of private practice have consisted of therapy with individuals, couples, groups, and supervision. She has enjoyed teaching and inspiring students at the graduate level for ten years. Reesa brings her humor, delight with her work and practical knowledge to the classroom. She has been a student of the Ridwan School for the last ten 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 Osho Institute of Denver. She has worked on the Boulder County Hospice massage team with terminally ill patients and their families.

Joanna Reilly ND., Dipl. Ac., B.A. University of Colorado, Religious Studies, B.S. Kansas Neuman College, Human Biology. Joanna is a Naturopathic Physician and Diplomate of Acupuncture. She specializes in the study of acupuncture and graduated as a doctor of Naturopathic Medicine in 1982 from the National College of Naturopathic Medicine, in Portland Oregon. She received her Diploma of Acupuncture
Part-time Faculty

from the National Commission for the Certification of Acupuncturists in 1991. JoAnn practiced for eight years in Montana and has had a practice in Boulder, Colorado since 1990.

Alice M. Renton, Ph.D., University of the Americas (Puebla, Mexico). Alice has been active in early childhood education for over 25 years, including 16 years as a Montessori educator in her native Mexico. She teaches philosophy at the Montessori Education Center of the Rockies. She has been active in Montessori teacher education in the U.S. and Latin America, as well as training and consulting in the international and intercultural 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 Richer, a Disciple of Christ clergy, is director of Pastoral Care and Education, Colorado Mental Health Institute at Fort Logan, Denver, where she serves as on-site supervisor of CFAP interns. Rev. Richer is the president of Rocky Mountain Pastoral Care and Training Associates, an association for Clinical Pastoral Education supervisors, a fellow in the College of Chaplains, a member of the American Association of Mental Health Clergy, and a diplomat of the College of Pastoral Supervisors and 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 GDR 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. Her work focuses 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 Nhat Hanh, she is also the author of Earth Prayers.

JoAnn Robinson, Ph.D., in Human Development and Family Studies, Cornell University, has taught child development classes at the University of Colorado and Metro State. She is currently the Research Director of the Mac Arthur 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 Colorado; Ph.D., University of Northern Colorado; M.A., The Naropa Institute. Committed to Compassionate Psychotherapy, she is working on a doctoral dissertation at the University of Colorado in counseling and guidance. She specializes in communication and language, having studied the work of Dr. Leonard Saxton for the past seven years. She has worked for the Boulder Mental Health Center and maintains a private practice.

David Rubenstein, B.A., The Naropa Institute, a graduate of Naropa's B.A. Psychology program, David is a life long persontist, with over 25 years of professional playing and teaching experience. He has developed his teaching method, Drumming the Pulse of Life, from years of experience with clients, people with disabilities, students, and personal reflection. David has presented his method at National Music Therapy Conferences and at many conferences in Boulder.

Valerie Sanford, a student and practitioner of the Shambhala and Buddhist traditions since 1975, has taught Shambhala and Buddhistharma 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 Hassidism and Kabbalah in a contemporary and heartfelt manner. Born in Poland in 1924 and raised in Vienna, he fled Nazi advance by coming to the United States in 1941. He was ordained by Rabbi Isaac Feldman in 1952. He has been an influential faculty member at 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 current generation of elders because "every life matters immensely and every well lived and completed life heals the world." A new book on spiritual eldering is forthcoming.

Bill Schaeffer, B.A., San Francisco State; M.A. in Writing and POetics from The Naropa Institute. Bill has taught Shamanism Training for 16 years. He writes poetry, paints, and teaches creative writing in the Boulder community.

Ronald O. Schenberg, Ph.D., Clinical Psychology, Washington University; Licensed Psychologist in Colorado and Florida. Ron has been in private practice using primarily Gestalt orientation since 1974 and has conducted training and supervisory groups in Gestalt Psychology since 1976. Other orientations include T.A., NLP, Bioenergetics & Process Experiential. Currently his practice focuses on depth individual and couples work. His previous experience includes being the Clinical Director of the Human Resources Institute, Clinical Director of the Marital and Family Stress Center, and Training Director of Palm Beach Psychotherapy Training Center. Ron's current personal practices include Tai Chi and meditation.

Mary Schlesinger, Ph.D., University of Iowa, has been conducting Gestalt therapy in Boulder since 1981, and since 1984, 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 interactive imagination. Mary sees teaching as a collaboration where participants together create the fertile ground needed for each person to grow into their own way of being and their own way of Being.

Julie Secko studied under Bonnie Norman at the Woman's Graphic Center in Los Angeles. A letterpress printer and book designer, she is president of the Bokk 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 1975, 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 Religious Studies department administrator.

Alexandra Shenpen, B.A., Naropa Institute, M.A. Lesley College, Ph.D. Union Institute, has been teaching at the Institute since 1986 in the areas of the arts, psychology, meditation, and Space Awareness practice.

Anne Shrop A.T.R., L.M.F.T., College of Notre Dame, is an arts therapist and a family therapist in private practice specializing in depression and trauma. She also utilizes arts therapy at a psychiatric hospital and a recovery center. Anne holds the position of Intern Coordinator for the Art Therapy program.

Ivy Sigel, Psy. D., California School of Professional Psychology, is currently employed at Denver Children's Home 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.

Sulak Sivaraksa is a well known human rights advocate and social critic. He is the author of numerous books including Seeds of Peace. He was nominated for the Nobel Peace prize by the Dalai Lama in 1984, and received the Right Livelihood Award in 1995.

Susan Skjef M.S., American University; Human Resource Development, was a trainer and organizational consultant for Hewlett-Packard for seven years. She has been a Shambhala Training director since 1978, co-directed the Maitri Space Awareness program in 1984, and is currently providing organizational consulting services for a variety of organizations in the Denver metro area.

Holly Smith, M.A., Guidance and Counseling, University of Colorado, presently supervises the Boulder County Sexual Abuse Team. She has worked on the team for the last 10 years.
Part-time Faculty

and in addition has a private practice treating adult survivors of sexual abuse. Mr. Smith has written on "shibari incest," and is publishing an article on Sexual Abuse: Allegation Amidst Divorce and Custody Proceedings.

Michael Smith B.S., M.S., University of North Texas, M.A., Ph.D., Institute of Transpersonal Psychology, has an extensive background in spirituality, teaching, and clinical psychology, including teaching in several types of institutions, extensive experience 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, HN Shun Do, and Psychosynthesis.

Shane Stannyh Ph.D., Boston University, is a licensed psychologist with 13 years experience in private practice. She was co-founder and psychologist at the Northwest Family Health Center in Boston. She is a psychotherapy trainer, bridging psychology and spirituality.

Julian Stollmeyer M.A., The Naropa Institute, Contemplative Psychotherapy, M.A., Stollmeyer is a therapist at Friendship House, a residential treatment home for severely disturbed adults. He has also worked on private therapeutic teams employing the Windhorse model of treatment developed by Dr. Edward Podvoll. He has been an adjunct faculty member at Naropa since 1987.

L.S. Summer has been a practitioner of Madra Space Awareness for over six years. She has worked with Lee Woodard as a teaching assistant for three semesters at The Naropa Institute. Additionally, Summer has received 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-Foster M.A., A.T.R.-BC, Lesley College. Working as a Registered Art Therapist with children and adolescents led Nora to specialize in women's issues and transitions around childbirth. She believes these transitions represent a living metaphor for personal growth and awareness. Along with a private practice, integrating art therapy and Jungian dream therapy, she does research with high-risk pregnancies at a Denver hospital.

Jed Scott Swift M.A., is an adjunct faculty member at Prescott College in Arizona. The courses he teaches include: Ecopsychology, Transpersonal Psychology in the Wilderness, Deep Ecology, and Wilderness Rites of Passage. He is also the co-director of the Colorado Institute for a Sustainable Future, a professional development program for professionals and students that cross-fertilizes spiritual practices with social action. In addition, Jed is a wilderness rites of passage guide with Earth Rites, Inc. of Denver.

Lisa Sydow M.A., L.P.C., Contemplative Psychotherapy, The Naropa Institute, is a psychotherapist in private practice in Boulder. She works for Boulder Mental Health Center as a child and family therapist. She incorporates family systems theory, hypnosis, solution focused therapy and process oriented psychology into her work. Lisa teaches Solution Focused Brief Psychotherapy.

Bill Tara For twenty years, my work has been focused in two areas of interest: the relationship between physical and emotional well-being and the link between individual health and environmental stability. This inquiry is inspired by the Taoist teachings of Oriental medicine and tribal approaches to healing from around the world.

Bruce Tift LMFT, M.A., The Naropa Institute, Contemplative Psychotherapy, B.A. Swarthmore College, Sociology and Anthropology, has been in private practice since 1979 and has taught at The Naropa Institute since 1982. He is a licensed Marriage and Family Therapist and a Clinical Member of the American Association for Marriage and Family Therapy. He has been a student of Tibetan Buddhism since 1976 and has worked extensively integrating the views and skillful means of Buddhism with Western psychotherapy.

Betsy Tobin moved to Boulder in 1992 to found the New or Neglected Theatre, after 11 years in France performing original work using acting, mask, shadow, and puppetry. Her shows have won numerous awards in Europe for the quality, originality, and writing. She has performed in festivals and theatres throughout Europe and in ten of the United States. Her work combines acting with puppetry, drama with comedy, the abstract with the concrete. She has taught puppetry and theater techniques to people of all ages since 1978, focusing on helping others express themselves through alternative forms of theater.

John Torres M.A., University of Colorado, is currently Executive Director of Golden West Senior Residence in Boulder and a member of C.A.H.S.A., A.S.A., AL.F.A., and The Colorado Gerontological Society. He has also served as Executive Director of the Colorado Association of Homes and Services (C.A.H.S.A.).

Rabbi Mordecai Tversky D.D., Yeshiva MEkor Chaim in Brooklyn, is a rabbi and Dean of Talnmonic Research Institute, which was founded by his father. He was born and raised in Denver. Upon the passing of his father, he returned to the rabbinate and assumed the directorship of T'RI. The rabbinical heritage of the Tversky's is traced back to Biblical times. In addition, the Tversky rabbis are a lineage of a great rabbinical heritage from the Rabbi Isaac Baaal Shemtov, the 17th century founder of Chassidic thought.

Helena Cooper Unger B.A., Sheffield College of Education, England; M.A., Contemplative Psychotherapy, The Naropa Institute, is in private practice in Boulder. She has worked for the Department of Social Services, specializing in physical, emotional, and sexual abuse. In addition to psychotherapy with individuals, couples, and children, her practice includes mediation, arbitration, and custody evaluations, in which she has extensive training. She is currently president of the Boulder Interdisciplinary Committees on Child Custody Issues.

Robert Unger, Ph.D., University of Colorado; M.S.W., Hunter College, is in private practice specializing in group psychotherapy. He is on the faculty of the Colorado Center for Modern Psychoanalytic Studies, the Center for the Advancement of Group Studies in New York, and is a founder of the Colorado Center for the Advancement of Group Studies. Robert has a special interest in working with conflict and aggression in the group setting.

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, which, he feels, can bring the body and mind together in a way that is widely, teaching meditation and topics in Tibetan Buddhist sentiment. 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 Shambhala, an aid program in Eastern Tibet, and is a member of the Nalanda Translation Committee.

Philip Wobser, M.D., University of Washington, served as a medical consultant with the Berkeley Community Clinic, the East Bay Health Alliance, and clinics in Oakland, California. He has taught preventative medicine at the University of Colorado Student Health Service, is studying Tibetan medicine with Dr. Yetse Dongden, and has a practice in family medicine in Boulder.

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 12 years. He did post-graduate training at the Colorado Institute for Marriage and the Family. He worked for Boulder County Mental Health Center for ten years as well as Mastr Institute Psychological Services, working with the chronically mentally ill, adults, families, couples and children. He went on to earn a Bachelor of Oriental medicine and now has a private practice in health and healing integrating his psychotherapeutic work with
traditional oriental medicine. His hands on work with others includes the body work of zero balancing. He is presently completing is doctorate in oriental medicine and teaches Tai- chi Chuan at his school in Golden, Colorado.

Gregg Westwood B.F.A., Stephens College, M.A., The Naropa Institute, has been practicing body-centered therapy since 1988. A former professional actor, dancer, and certified massage therapist, he specializes in the creative and therapeutic use of breath and movement in his private practice, teaching and workshop facilitation. Along with being an adjunct faculty member, he is also a member of the United States Association for Body Psychotherapy and the Advisory Board for the Valuing Diversity Project of the City of Boulder.

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.

Hitomi Onishi Wiener, Sensei M.A. University of Colorado, studied Chado (the Way of Tea) and Ikebana while growing up in Kyoto, Japan. She studied the Urasenke School of Tea with the past Soya Kanazawa Sensei, a Gyokus, and has been teaching Chado since 1983. She studied Ikebana with Chiyoko Yamamoto Sensei, one of the most renowned teachers in the Misho-Nainyama-Bunyo School. She holds teaching certificates for both Chado and Ikebana.

Lucien Wulisin, A.B. Harvard University, LL.D. University of Virginia. Lucien served as Chair of the Board of Trustees at The Naropa Institute from 1986-1994. He was President and C.E.O. of Baldwin United Corporation, Chair of the Board of Trustees of the University of Denver, and Chair of the Colorado Council of the Arts. He is a member of the Mariposa Dance collective and founder of the Gerontology program at The Naropa Institute.

Robert E. Yuhna, J.D. Yale Law School, is an environmental attorney and policy consultant specializing in the environmental impacts of transportation systems, Clean Air Act, and development issues. He was co-director of the National Transportation Project for the Environmental Defense Fund from 1986-1988, and has been an environmental policy maker and citizen activist for 23 years.

Laura Jane Zimmer-Reed MA, L.P.C., B.F.A., Massachusetts College of Art, MA, Contemplative Psychology, The Naropa Institute is a Licensed Psychotherapist for the state of Colorado and a Contract Therapist with Family Extension Service, a foster family agency working with individual children, foster families, and biological families. She is an adjunct faculty member at Naropa, an artist, and psychotherapist who incorporates art therapy into her private practice.

Chris Zorn MA, University of Colorado, is a percussionist and guitarist. He specializes in the xylophone, marimba and marimba 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 Chiwoniso Marimba Ensemble in Boulder.

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