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
## Table of Contents

<table>
<thead>
<tr>
<th>Academic Calendar</th>
<th>Inside Front Cover</th>
</tr>
</thead>
<tbody>
<tr>
<td>From the President</td>
<td>2</td>
</tr>
<tr>
<td>Table of Contents</td>
<td>3</td>
</tr>
<tr>
<td>Mission Statement</td>
<td>4</td>
</tr>
<tr>
<td>About the Institute</td>
<td>8</td>
</tr>
<tr>
<td>Accreditation</td>
<td>8</td>
</tr>
<tr>
<td>Campus and Student Body</td>
<td>8</td>
</tr>
<tr>
<td>Faculty</td>
<td>8</td>
</tr>
<tr>
<td>Contemplative Education</td>
<td>8</td>
</tr>
<tr>
<td>The Beginning of the Institute</td>
<td>9</td>
</tr>
<tr>
<td>Campus Visits</td>
<td>9</td>
</tr>
<tr>
<td>Non-Discriminatory Policy</td>
<td>9</td>
</tr>
<tr>
<td>Admissions</td>
<td>10</td>
</tr>
<tr>
<td>Dates of Equal Consideration</td>
<td>10</td>
</tr>
<tr>
<td>Undergraduate Admission</td>
<td>10</td>
</tr>
<tr>
<td>B.A./M.A. Admission</td>
<td>11</td>
</tr>
<tr>
<td>Non-Degree Study</td>
<td>12</td>
</tr>
<tr>
<td>Graduate Admission</td>
<td>12</td>
</tr>
<tr>
<td>International Student Admission</td>
<td>15</td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td>17</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>19</td>
</tr>
<tr>
<td>Institutional Scholarships</td>
<td>19</td>
</tr>
<tr>
<td>Undergraduate and Graduate Students</td>
<td>20</td>
</tr>
<tr>
<td>Undergraduate Students Only</td>
<td>21</td>
</tr>
<tr>
<td>Other Financial Resources</td>
<td>21</td>
</tr>
<tr>
<td>International Student Financial Aid</td>
<td>22</td>
</tr>
<tr>
<td>Satisfactory Academic Progress</td>
<td>24</td>
</tr>
<tr>
<td>Refunds and Repayment</td>
<td>25</td>
</tr>
<tr>
<td>Student Life</td>
<td>27</td>
</tr>
<tr>
<td>Disabled Student Assistance</td>
<td>27</td>
</tr>
<tr>
<td>Student Services</td>
<td>27</td>
</tr>
<tr>
<td>Counseling</td>
<td>28</td>
</tr>
<tr>
<td>Contemplative Practice</td>
<td>28</td>
</tr>
<tr>
<td>Career Resources</td>
<td>28</td>
</tr>
<tr>
<td>Computer Center</td>
<td>29</td>
</tr>
<tr>
<td>Library</td>
<td>29</td>
</tr>
<tr>
<td>Student Responsibility</td>
<td>30</td>
</tr>
<tr>
<td>General Academic Information</td>
<td>31</td>
</tr>
<tr>
<td>Student Responsibility</td>
<td>31</td>
</tr>
<tr>
<td>Academic Year</td>
<td>31</td>
</tr>
<tr>
<td>Full vs. Part-time Status</td>
<td>31</td>
</tr>
<tr>
<td>Course Registration</td>
<td>31</td>
</tr>
<tr>
<td>Grading</td>
<td>32</td>
</tr>
<tr>
<td>Undergraduate Study</td>
<td>32</td>
</tr>
<tr>
<td>Bachelor of Arts Degree Requirements</td>
<td>32</td>
</tr>
<tr>
<td>Certificate Programs</td>
<td>33</td>
</tr>
<tr>
<td>Graduate Study</td>
<td>34</td>
</tr>
<tr>
<td>Degree Programs</td>
<td>35</td>
</tr>
<tr>
<td>Degrees Offered at The Naropa Institute</td>
<td>35</td>
</tr>
<tr>
<td>Creation Spirituality</td>
<td>36</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>38</td>
</tr>
<tr>
<td>Minor: Contemplative Education</td>
<td>38</td>
</tr>
<tr>
<td>Ecopsychology</td>
<td>39</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>40</td>
</tr>
<tr>
<td>B.A., Environmental Studies</td>
<td>40</td>
</tr>
<tr>
<td>Minors: Ecology, Horticulture, Native American Studies</td>
<td>41</td>
</tr>
<tr>
<td>M.A., Environmental Leadership</td>
<td>42</td>
</tr>
<tr>
<td>Foundations of Contemplative Education</td>
<td>44</td>
</tr>
<tr>
<td>Gerontology &amp; Long-Term Care Management</td>
<td>46</td>
</tr>
<tr>
<td>InterArts Studies</td>
<td>49</td>
</tr>
<tr>
<td>Theater Studies</td>
<td>50</td>
</tr>
<tr>
<td>Dance/Movement Studies</td>
<td>52</td>
</tr>
<tr>
<td>Music</td>
<td>54</td>
</tr>
<tr>
<td>Interdisciplinary Studies</td>
<td>55</td>
</tr>
<tr>
<td>Psychology Programs</td>
<td>56</td>
</tr>
<tr>
<td>B.A., Contemplative Psychology</td>
<td>56</td>
</tr>
<tr>
<td>M.A., Contemplative Psychotherapy</td>
<td>59</td>
</tr>
<tr>
<td>M.A., Somatic Psychotherapy</td>
<td>63</td>
</tr>
<tr>
<td>Body Psychology</td>
<td>64</td>
</tr>
<tr>
<td>Dance/Movement Therapy</td>
<td>64</td>
</tr>
<tr>
<td>Certificate: Somatic Psychology</td>
<td>65</td>
</tr>
<tr>
<td>M.A., Transpersonal Counseling Psychology</td>
<td>66</td>
</tr>
<tr>
<td>Art Therapy</td>
<td>68</td>
</tr>
<tr>
<td>Music Therapy</td>
<td>69</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>71</td>
</tr>
<tr>
<td>B.A., Religious Studies</td>
<td>71</td>
</tr>
<tr>
<td>M.A., Buddhist Studies</td>
<td>72</td>
</tr>
<tr>
<td>Tibetan or Sanskrit Language</td>
<td>72</td>
</tr>
<tr>
<td>Contemplative Religion</td>
<td>73</td>
</tr>
<tr>
<td>Engaged Buddhism</td>
<td>73</td>
</tr>
<tr>
<td>Traditional Eastern Arts</td>
<td>75</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>77</td>
</tr>
<tr>
<td>Writing and Poetics</td>
<td>78</td>
</tr>
<tr>
<td>B.A., Writing &amp; Literature</td>
<td>79</td>
</tr>
<tr>
<td>M.F.A., Writing &amp; Poetics</td>
<td>80</td>
</tr>
<tr>
<td>Other Educational Opportunities</td>
<td>84</td>
</tr>
<tr>
<td>Study Abroad Programs</td>
<td>84</td>
</tr>
<tr>
<td>Continuing Education</td>
<td>85</td>
</tr>
<tr>
<td>Academic Courses</td>
<td>86</td>
</tr>
<tr>
<td>General Course Information</td>
<td>86</td>
</tr>
<tr>
<td>Anthropology</td>
<td>86</td>
</tr>
<tr>
<td>Art</td>
<td>87</td>
</tr>
<tr>
<td>Creation Spirituality</td>
<td>89</td>
</tr>
<tr>
<td>Dance and Movement Studies</td>
<td>97</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>98</td>
</tr>
<tr>
<td>Ecology</td>
<td>99</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>100</td>
</tr>
<tr>
<td>Foundation Courses</td>
<td>104</td>
</tr>
<tr>
<td>Horticulture</td>
<td>105</td>
</tr>
<tr>
<td>InterArts</td>
<td>106</td>
</tr>
<tr>
<td>Gerontology &amp; Long-Term Care Management</td>
<td>107</td>
</tr>
<tr>
<td>Music</td>
<td>110</td>
</tr>
<tr>
<td>Native American Studies</td>
<td>112</td>
</tr>
<tr>
<td>Psychology</td>
<td>112</td>
</tr>
<tr>
<td>Religion</td>
<td>135</td>
</tr>
<tr>
<td>Theater</td>
<td>140</td>
</tr>
<tr>
<td>Traditional Eastern Arts</td>
<td>142</td>
</tr>
<tr>
<td>Writing and Poetics</td>
<td>143</td>
</tr>
<tr>
<td>Faculty</td>
<td>148</td>
</tr>
<tr>
<td>Full-Time Faculty</td>
<td>149</td>
</tr>
<tr>
<td>Part-Time Faculty</td>
<td>154</td>
</tr>
<tr>
<td>Administration</td>
<td>167</td>
</tr>
<tr>
<td>Board of Trustees</td>
<td>168</td>
</tr>
</tbody>
</table>
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 "practise" 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 processes. 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 inspiriing 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
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.

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.

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.
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 Chuan, 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*.

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. To see if spaces are open after the Date of Equal Consideration, please call the Admissions Office.

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:

- February 15 for Fall semester admission
- October 15 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 February 1.

For the M.F.A. program in Writing and Poetics, February 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 free

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 two to four page statement of interest
- three 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
- a high school transcript for all applicants with fewer than 30 semester college credits
- supplemental application information as required by individual departments or programs
- proof of prerequisites as may be required by individual departments

Foundations in Contemplative Education Year
Students with 0-59 college credits may apply to the Foundation Program. Upon receiving 60 credits they may then apply to individual majors within The Naropa Institute.

Upper-Division Bachelor of Arts Programs
Students who have completed 60 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 Bachelors 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 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 (END 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, although the average portfolio gains 10-18 semester credits.

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.

5. Advanced Placement and International Baccalaureate
   The Naropa Institute accepts both Advanced Placement and International Baccalaureate credit. Please call the Admissions Office for more details.

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.
Admissions

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.

Five programs do not participate in the B.A./M.A. option: Buddhist Studies (M.A.), Contemplative Psychotherapy (M.A.), Traditional Eastern Arts (B.A.), Transpersonal Counseling Psychology (M.A.; all tracks), and Writing and Poetics (M.F.A.).

Alternative Ways of Attending Naropa

1. Visiting Student Program
For graduate and undergraduates students currently enrolled at another institution, and would like to spend a semester or year at Naropa. These students must apply for admissions using the Visiting Student Application. They will work with the Admissions Director to choose classes and work out details between the two educational institutions. Consortium agreements may be created to allow an exchange of some financial aid. Generally, this program is for full-time students.

2. Part-Time Visiting Student
For people who want to take a Naropa class for credit, but wish to remain as part-time (0-11 credits), non-matriculated students. These students need not apply for admissions, they should contact the Registrar's Office. Written permission must be gained by the department head and not all courses are open to this program.

3. Dual Enrollment
For student currently enrolled in high school, but who may want to take a course at Naropa. Students must apply for admission using the Visiting Student Application and gain written permission from the department chair via the Admissions Director. Not all courses are open to this.

4. 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. The 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) 548-3578 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-credit study at the Institute, except for international students, as described below. Prospective non-degree students should note that some courses describe 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 from an accredited institution 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
proof of prerequisites 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.

Additionally, 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
Applicants must have a Bachelor of Arts degree, and must demonstrate personal maturity and strong academic skills. They must have an interest in studying religion in a non-sectarian context. An interview, in person or by phone, is required.

M.A., Environmental Leadership
Applicants should have a Bachelor's Degree in Liberal Arts, Fine Arts, or Science.

At least two courses at the B.A. level or higher are required in both Natural Science/Earth Sciences and Anthropology. 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
Applicants must have a bachelor's degree, 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 elder services or long-term care is strongly recommended. There are no specific course prerequisites for the program.

Application files will be reviewed for evidence of aptitude for developing financial and human resources management skills, as well as an appreciation of issues facing the elderly and others with disabilities requiring long-term care services. Those selected will be asked to come to the Institute to participate in 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.

M.A., Somatic Psychology
The Dance/Movement Therapy and the Body Psychotherapy M.A. programs have the following admission requirements.

1. Three semester credit hours (or 45 class contact 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 and hospice.) 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
Admissions

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 be invited to enter the program and complete the prerequisite(s) during the two years of study. We request that every effort be made to fulfill these prerequisites prior to beginning study in our department. All applicants must:

1. Have strong academic skills,
2. Be motivated to work with others, and
3. Demonstrate a high level of literacy and integration of movement skills, literacy and integration. Please contact the Admissions Office with any questions regarding the prerequisites for this program.

Additional requirements for each program in Somatic Psychology are as follows:

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

Body Psychotherapy
A certificate of training, for a minimum of 400 hours, 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. Transpersonal Counseling Psychology
Prerequisites:
1. Bachelor’s Degree
2. Coursework in developmental psychology, abnormal psychology and theories of personality or an equivalent.
3. Prior work experience in a clinical setting is recommended; experience in working with others is essential.
4. Personal maturity, and good written and verbal communication 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 equal 12 credits: including Developmental (3 credits), Abnormal Psychology (3 credits), and Theories of Personality (3 credits).
2. Fifteen credits of studio art classes, including basic drawing (6 credits), painting (3 credits) and sculpture or clay (3 credits). 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 volunteer work or work experience in a clinical setting is recommended.

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. A course in the History of Western Music is strongly recommended.
4. Prior work or volunteer experience in a clinical setting is recommended.

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

M.F.A. Writing and Poetics
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: (waived application fee), statement of interest, transcripts, 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 1998, 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 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.
4. The student has paid the $250.00 confirmation deposit.

The deposit can be paid in two ways:

1. in US money drawn on a US, Canadian or United Kingdom Bank or
2. the equivalent of $250.00 US in the student’s currency drawn on an international bank.

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 part-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
Admissions

write to: CITO TOEFL, P.O. Box 1202, 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 1997 or later. 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 $390.00
Graduate Credit $415.00
Out-of-Residence $205.00
(in addition to instructor payment)
Audit $25.00
(full-time program students only)
Portfolio Credit $125.00
Special Student Status - To qualify for this, the student must register for .5 credit Extended Thesis or Manuscript and pay the registration fee.
Non-Credit (see continuing education catalog)

*This rate applies to all students admitted to Naropa as program students for Summer 1997, or later. These rates also apply 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) $33.50
(subject to change by RTD)
Summer Registration Fees:
5.5 credit hours or less $60.00
6.0 credit hours or more $120.00

LATE FEES
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 Deferment 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) $11,700
Fees for 2 semesters 567
Total cost for 1-year program $12,267

Bachelor of Arts Program
2-Year Program (entry as Junior)
Tuition (60 credits) $23,400
Fees for 4 semesters 1,134
Total cost for 2-year program $24,534

3-Year Program (entry as Sophomore)
Tuition (90 credits) $35,100
Fees for 6 semesters 1,701
Total cost for 3-year program $36,801

Graduate

Master of Arts in Somatic Psychology
Tuition (60 credits) $24,900
Fees for 5 semesters 1,418
Lab Fees (4 semesters) 800
Total cost for 2-1/2-year program $27,118

Master of Arts in Buddhist Studies
Tuition (60 credits) $24,900
Fees for 4 semesters 1,134

Intensive Meditation Program
(Dathun, paid to retreat center, estimate) 1,200
Total cost for 2-year program $27,234
One additional credit for language concentration.

Master of Arts in Dance/Movement Therapy
Tuition (60 credits) $24,900
Fees for 5 semesters 1,418
Total cost for 2-1/2-year program $26,318
Tuition and Fees

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

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (50 credits)</td>
<td>$20,750</td>
</tr>
<tr>
<td>Fees for 4 semesters</td>
<td>1,134</td>
</tr>
<tr>
<td>Total cost for 16-month program</td>
<td>$21,884</td>
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</table>

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

**First Year:**

<table>
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<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (24 credits)</td>
<td>$9,960</td>
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<tr>
<td>Fees for 3 semesters</td>
<td>851</td>
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<tr>
<td>Lab Fees for Group Process</td>
<td>400</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$11,211</td>
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**Second Year:**

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</thead>
<tbody>
<tr>
<td>Tuition (22 credits)</td>
<td>$9,130</td>
</tr>
<tr>
<td>Fees for 3 semesters</td>
<td>851</td>
</tr>
<tr>
<td>Lab Fees for Group Process</td>
<td>350</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$10,331</td>
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**Third Year:**

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<tbody>
<tr>
<td>Tuition (17 credits)</td>
<td>$7,055</td>
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<tr>
<td>Fees for 2 semester</td>
<td>567</td>
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<tr>
<td>Lab Fees-Group Process</td>
<td>100</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$7,722</td>
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</tbody>
</table>

Maitri Room & Board (estimate; see program description) $2,700

**TOTAL COST OF 3 YEAR PROGRAM**
at 1996-97 rates (subject to change) $32,014

**Master of Arts in Transpersonal Counseling Psychology**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition* (60 credits)</td>
<td>$24,900</td>
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<tr>
<td>Fees for 8 semesters</td>
<td>2298</td>
</tr>
<tr>
<td>Total cost for 5-year program</td>
<td>$27,208</td>
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</table>

*Students are responsible for the additional expenses incurred through the counseling experiential aspect of the program.

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

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<thead>
<tr>
<th>Item</th>
<th>Cost</th>
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</thead>
<tbody>
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<td>Tuition (49 credits)</td>
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<tr>
<td>Fees for 5 semesters</td>
<td>1418</td>
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<tr>
<td>Total cost for 5 semester program</td>
<td>$21,753</td>
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</table>

*Fees are calculated on the basis of $283.50 per semester. Students taking some of their program classes in the summer may incur lower fees for the summer semester.

**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 unless otherwise noted. 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 Speary 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 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 contributions and activities within the Writing and Poetics Department, the Institute and the larger artistic community; please discuss your recent professional accomplishments including publications, current literary and cultural projects and involvements. Please also submit a writing sample of prose, 5-10 pages. Need is not taken into consideration for this scholarship. The application deadline is April 15.

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 activities with the Writing and Poetics Department, the Institute, and the larger artistic community, as well as recent professional accomplishments including publication, current literary and cultural projects and involvements. Please also submit a 5-10 page sample
of poetry. Need is not taken into consideration for this scholarship. Application deadline is April 15.

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 Financial Aid Application. 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 on or before 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 Graduate 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, one may include evidence and discussion of transformation and connection or outstanding initiative and resourcefulness, as well as obstacles encountered on one's path. (b) One's professional or academic accomplishments. (c) Activities and services 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 98/99 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 500 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 student employment position. The pay scale starts at $6.00 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 500 hours total. 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:
- Freshman Year: $2625/year
- Sophomore Year: $3500/year
- Juniors and Seniors: $5500/year
- Graduate Students: $8500/year
Interest is subsidized (paid) by the federal government as long the student is attending school at least half-time. Repayment begins six months after the student ceases to be enrolled on at least a half-time basis. The minimum monthly payment is $50, and the loan must be completely repaid within 10 years.

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

For Independent students the annual limits for the combination of subsidized and Unsubsidized Stafford are as follows:
- Freshman Year: $6625/year
- Sophomore Year: $7500/year
- Juniors and Seniors: $10,500/year
- Graduate Students: $18,500/year

Financial Aid Programs
for Undergraduate Students Only

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

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

Financial Aid

Federal PELL Grant
This is a Federal need-based Grant for which students may be awarded anywhere from $400 to $3,000 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 and 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 begins immediately on the PLUS.

State Scholarships and Grants
The Naropa Institute is not eligible for funds from the state of Colorado. You may, however, be eligible for scholarships or grants from the state in which you are a resident. Please contact the Financial Aid Office for the phone number and address of your state agency.

Other Financial Resources

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

Private-Funded Scholarships
Students are encouraged to apply for scholarships and grants from private foundations. Students are 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 ACDFA. Contact the
Financial Aid

InterArts Studies Dance/Movement Studies 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 Julie Kizerchot at (303) 546-5296.

Zora Neale Hurston Scholarship
Students for Ethnic Inclusion (SEI) works 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.

Conditions for qualifying for Financial Aid for Degree Seeking Students

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

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

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

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 1998, the '98/99 FAFSA will be available. This form must be completed to apply for aid for Summer '98, Fall '98, and Spring '99. The '98/99 FAFSA income questions relate to earnings during the 1997 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 misreported information and/or altered documentation for the purpose of increasing your financial aid eligibility, or fraudulently obtaining Federal funds.

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

3. Verification, and other miscellaneous documents
You may have been notified in the SAR that you have been selected for verification. This means that you must complete the verification worksheet, which is mailed to you from the Financial Aid Office, attach a copy of your tax returns, and submit the SAR, the tax returns, and the verification worksheet to the Financial Aid Office.

If you filed your FAFSA based on 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 processed.

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.
Financial Aid

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 the deadline to submit the FAFSA to the Federal Processor in order to be considered on time. For the Summer and Fall semesters, your financial aid application must be received by the Federal processors no later than this date to be considered for campus-based aid (Naropa Grant, Federal Perkins loans, 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 processor 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 6 weeks after filing the FAFSA. Failure to submit documentation in a timely manner will result in delayed aid.

3. Loan Applications

All Federal Stafford loan applications must be submitted at least 8 weeks before the tuition due date, in order to 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 may be different for full-time (at least 12 credits for undergraduates, 9 credits for graduates), half-time (at least 6 credits), and for undergraduates three-quarter-time (9 credits). You must notify the Financial Aid Office immediately of any change in enrollment status, so that your financial aid may be adjusted. Please be aware that the definition for half-time and full-time status is the same for Summer as for Fall and Spring. If you are enrolled less than half-time (6 credits) for any semester, including Summer, you are not eligible for financial aid. Exception: PELL-eligible undergraduates may be eligible for partial PELL grants even if enrolled less than half-time.

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

Financial Aid for Study Abroad

Students who are attending a Study Abroad program through The Naropa Institute (Nepal, Bali) and are program students of The Naropa Institute are eligible for financial aid based on the same eligibility criteria 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 required 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. 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:
- Sophomore Year 120 credits
- Junior Year 85 credits
- Graduate Programs 76 credits

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

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

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

Refunds and Repayment

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

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

Withdrawal during the semester

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 $5000 for a 15 week semester, it would be determined that $1000 (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 $1000 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 hill 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
Financial Aid

Federal refund policy, whichever is in the student’s best interest. A $100 administrative fee will be charged to all students who withdraw from the Institute after the end of drop/add, and who must have a Federal Refund calculated.

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

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

Examples
1. If a student, attending the Institute for the first time, receiving federal financial aid, decides to withdraw from the Institute during the fourth week of classes, 11 out of the 15 weeks of the semester were not attended. 11 divided by 15 equals 73% rounded up to 80%. The student is eligible for an 80% reduction in tuition charges. The new tuition charges would be 20% of the original tuition plus a $100 administrative fee.

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

Order of Refunds

Once the reduction in tuition is determined, the refund amount is returned in the following order:
1. Federal Unsubsidized Stafford loans
2. Federal Subsidized Stafford loans
3. Federal PLUS loans
4. Federal Perkins loans
5. Federal PELL grants
6. Federal SEOG
7. Other Federal Aid programs
8. Other state, private or institutional 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 98/99 academic year is $415/credit.
Undergraduate tuition for the 98/99 year is $390/credit.

Living Expenses
Living expenses are estimated to be approximately $1000-$1200 month.
Student Life

Assistance to Students with Disabilities

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 (303-546-3500), 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 services include assistance to students with learning disabilities. Students without documentation who are unsure about the necessity for assistance (including learning disabilities) are encouraged to speak to the Dean of Students to explore their individual situation.

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 Boulder turnpike). When you get to Boulder 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
Student Life

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 list 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) refer students to 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. A computer workstations is 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 (SUTNI) 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 care! 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 one edition is circulated during the Summer.

International Student Advising

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

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

Computer Center

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

Library

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

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

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

Performing Arts

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

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

Meditation Hall and Maitri Rooms

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

The Institute's founder, Chogyam Trungpa Rinpoche, and Shinryu 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, stationary, snacks, and cold drinks,
Student Life

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 Field Guide, and The Naropa Weekly.

The Naropa Institute Field Guide

The field guide which includes Institute Policy and Student Services is revised annually and available each fall from Student Services. All students are responsible for obtaining a current Handbook each Fall and adhering to its policies. The Institute’s policies described in the Handbook include: what constitutes good academic standing; what constitutes satisfactory progress for financial aid recipients; the academic advising system; registration and graduation procedures; and other information pertinent to student affairs.

"@ Betsy Gauns '98"
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

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

Part-Time Study

Students may elect to prolong their course of study over more than two years. For all programs except the M.A. program in Psychology: Contemplative Psychotherapy and the M.F.A. Writing and Poetics Summer Session, part-time schedules may be worked out with the guidance of an academic advisor. 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
Academic Information

- 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 s/he receives the grade of "C+" or lower.

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

A+ = 4.0
A = 4.0
A- = 3.7
B+ = 3.3
B = 3.0
B- = 2.7
C+ = 2.3
C = 2.0
C- = 1.7
D+ = 1.3
D- = 0.7
D = 1.0
F = 0

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

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

Undergraduate Study

The Bachelor of Arts Program

The faculty of The Naropa Institute, under the direction of the Vice President for Academic Affairs, have established requirements and criteria for graduation with the degree Bachelor of Arts. These requirements include both the breadth and depth of study traditionally associated with the liberal arts tradition in higher education. In addition, the Institute's contemplative arts requirements effectively unite the learning of the classroom with personal awareness disciplines.

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

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

Classification of Students

Student classifications are based on earning the following number of credits:

- Sophomore- 30 hours
- Junior- 60 hours
- Senior- 90 hours

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.

Major
The core of the Bachelor of Arts degree program is the student's major area of artistic or intellectual disciplines. 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.
Academic Information

Graduate Study

Master of Arts
Master of Fine Arts
Master of Liberal Arts

Professional and academic training is provided by the Institute's master-level programs: Body Psychology, Buddhist Studies, Creation Spirituality, Dance/Movement Therapy, Environmental Leadership, Gerontology and Long-Term Care Management, Contemplative Psychotherapy, and Transpersonal Counseling Psychology (including Art Therapy and Music Therapy) and Writing and Poetics (M.F.A.). All programs culminate with a major written presentation.

Each program has specified a recommended and/or required completion time frame. 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 Degree Programs

The Naropa Institute offers the following degrees:

Bachelor of Arts
with majors in:

- 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

with minors in:

- Contemplative Education
- Contemplative Psychology
- Dance/Movement Studies
- Early Childhood Education
- Ecology
- Ecopsychology
- Horticulture
- Music
- Native American Studies
- Religious Studies
- Theater
- 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

Master of Liberal Arts

- Creation Spirituality

Graduate Certificate

- Somatic Psychology
Creation Spirituality

Full-time Faculty: Dorsey Blake, Stuart Cowan, Marlene DeNardo (co-chair), Matthew Fox (co-chair), Ana Perez-Chisti, Clare Romzani

Part-Time Faculty: David Abram, Anita Barrows, Peter Brokensleg, Daniel Buford, Kaleo Ching, Adriana Diaz, Dale Ellis, Mary Ford-Grabowsky, Gina Rose Halpern, Jackie Hairston, Genny Lim, Michael Mansfield, Jill Martin, Ana Matt, Betty McAfee, Judith McKinnon, Rolf Osterberg, Russell Paul-D’Silva, Robert Rice, M.C. Richards, Jytotana Sanzgiri, Bruce Silverman, Brian Swimme, Jeremy Taylor, Luisa Teish, Michael Ziegler

Visiting Faculty: Carl Anthony, Angeles Arrien, Joanna Macy, Clarissa Pinkola-Estes, Anita Rodrick, Beverly Rubik, Rupert Sheldrake

Admissions Coordinator: Aileen Donovan
Administrative Assistant: Roman Hallowell

This program is offered at the Naropa Institute’s branch campus in Oakland, California. For information on Admission, Tuition, Financial Aid, Student Services, and Oakland Campus facilities, please refer to the Naropa Institute Oakland Campus Catalog/Handbook, available from the Office of Admissions.

Creation Spirituality integrates the wisdom of western spirituality and global indigenous cultures with the emerging scientific understanding of the universe and the passionate creativity of art. It is the earliest tradition of the Hebrew Bible and was celebrated by the mystics of medieval Europe. Creation Spirituality provides a solid foundation and holistic perspective from which to address the critical issues of our time, including the revitalization of religion and culture, the honoring of women’s wisdom, the celebration of hope in today’s youth, and the promotion of social and ecological justice. Creation spirituality is not a new religion but is concerned with developing theologies and practices within religion and culture which promote personal wholeness, planetary survival, and universal interdependence.

The Master of Liberal Arts degree requires 32 credit hours of study in one of two tracks. One is a full-time 9 month program and the other a 2 year Weekend Program (Weekend of the Spirit [WOTS]), which allows students to complete the degree in 2 or more years of weekend courses. Students can begin their course of study in either the Fall or Spring semester.

Requirements: 9 Month Full-Time Degree Course

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSP 600 Creation Spirituality Intensive</td>
<td>3</td>
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<tr>
<td>CSP 700 Wilderness Experience</td>
<td>1</td>
</tr>
<tr>
<td>CSP 604 Overview: Creation Spirituality &amp; Cosmology I</td>
<td>1</td>
</tr>
<tr>
<td>CSP 605 Overview: Creation Spirituality &amp; Cosmology II</td>
<td>1</td>
</tr>
<tr>
<td>CSP 649 Reinventing Work I</td>
<td>1</td>
</tr>
</tbody>
</table>

Seminar Courses for 1998-99:

Fall Semester
CSP 615 Creation Mystics: Hildegard of Bingen
CSP 615 Creation Mystics: Rumi
CSP 637 A Cosmological Perspective on Sustainable Living
CSP 643 Psyche, Soul & Spirit: Psychological Development & Spiritual Growth
CSP 644 Engaged Buddhism & Liberation Theology
CSP 626 Creation Spirituality & the Black Experience -- A

Spring Semester
CSP 639 Feminist Awakening
CSP 616 Medieval Mystics
CSP 652 Universal Themes in Myths & Dreams
CSP 633 Deep Ecumenism: Spiritual Traditions of The World
CSP 636 Ecospirituality: Perspectives from Ecofeminism & Ecopsychology

Art-as-Meditation courses for 1998-1999:

Fall Semester
CSP 731 Native American Rituals
CSP 764 Ritual Theater and Creative Writing
CSP 768 Tai Chi: The Tao of Creativity
CSP 738 Judy Chicago’s Dinner Party
CSP 735 Journey with the Chakras
CSP 654 Dancing Our Wisdoms
CSP 740 Introduction to Group Dreamwork
CSP 747 Art of Ancestral Drama
CSP 754 Drumtime, Dreamtime, Dramatime

CSP 701 Process Group
CSP 606 Urban Spirituality
CSP 650 Reinventing Work II
CSP 609 - CSP648 3 Seminar Courses (3-3 credits each)
CSP 760 - 769 5 Art-as-Meditation Courses (1 credit each)
CSP 700 - 709 2 Art of Community Building Courses (1 credit each)
2 Core Readings & Public Events
CSP 702 M.A. Project Process Group
CSP 608 Master’s Project/Integrative Paper
TOTAL 32
Spring Semester
CSP 703 Creating Rituals from the Jewish Tradition
CSP 744 Painting as Creative Meditation
CSP 746 Dancing Sacred Texts
CSP 738 Sha'adsa Yoga: Nutrition
CSP 748 Women's Rites of Passage
CSP 749 Rites of Passage for Men
CSP 748 Dreams and Archetypes of Authentic Gender
CSP 743 Creative Body, Creative Spirit
CSP 738 Clay, Color and Creativity: Liberating the Creative Self
CSP 755 Massage as Meditation
CSP 722 Native American Traditions

Art of Community Building courses for 1998-1999:

Fall Semester
CSP 703 Creating Techno-Rituals and Cosmic Masses
CSP 708 Photography & Social Change
CSP 658 Compassion Practicum

Spring Semester
CSP 706 Spirituality & Homelessness
CSP 708 Creating Techno-Rituals and Cosmic Masses
CSP 707 Building Community Through Celebration
CSP 658 Compassion Practicum

Weekend of the Spirit (WOTS) Program

The Weekend of the Spirit (WOTS) Program is especially designed for those who desire to earn a Master's Degree or Professional Certificate in Leadership and Creation Spirituality and who seek an alternative to a full-time study program. This unique course of studies, which blends the richness of seminars and art-as-meditation, is offered mainly on weekends, thus allowing people of diverse schedules and commitments to participate.

Six or seven weekends (1 credit each) are scheduled each semester, with most designed as a Friday night and all-day Saturday course. These weekends require preparatory reading and a 3-4 page follow-up paper. Core required courses in Creation Spirituality and Cosmology are offered each semester, along with courses in mysticism, reinventing work, and other areas related to Creation Spirituality. In addition, weekend courses may explore such topics as art and social change, sacred dance, ecopsychology, deep ecumenism and world spiritualities, and exploration of myths and dreams. A total of 32 units is required for completion of the program including a Master's Project or Thesis.

WOTS courses for 1998-99:
CSP 694 Overview in Creation Spirituality I (Required)
CSP 642 Cosmology and the New Science (Required)
CSP 614 Earth and Spirit: Engaging With the More-than-Human World
CSP 609 Spirituality and Business
CSP 651 Spiritual Psychology
CSP 613 Creation Spirituality and Youth
CSP 655 Jewish Mystics: Heschel
CSP 606 Creation Spirituality II (required)
CSP 704 Sustainable Communities (required)
CSP 621 Roots of Ritual: Techno-Cosmic Rituals
CSP 606 Urban Spirituality: The Sacred in the City
CSP 749 Women's Rites of Passage
CSP 750 Men's Rites of Passage
CSP 620 New Patterns in Spirituality: An Artist's Perspective
CSP 648 Integrative Seminar

Each weekend course includes an art-as-meditation component. Some weekend workshops offered through UCS can be taken by WOTS students as an Independent Study.
Academic Programs

Early Childhood Education

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

*Part-Time Faculty:* Gene Hooley, Margot Iseman, Mary Culkin, Alice Renton, Mindy Upton

Before we can truly nurture and educate children, we must become aware, genuine, and compassionate ourselves. The Early Childhood Education 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 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 unique and genuine way of being. Mindfulness practice leads to insight into children’s learning styles and effectively enables children to unfold according to their true natures, without bias and aggression.

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. major in Early Childhood Education (ECE) requires completion of the 8 following 3 credit hour courses, for a total of 24 credit hours:

**First Year, Fall Semester**
- ECE 300 Foundations of Contemplative Education
- ECE 320 Body Mind Development and Expression

**First Year, Spring Semester**
- ECE 350 Maistry and Learning Styles
- ECE 350 Child Development & Creativity

**Second Year, Fall Semester**
- ECE 450 Teaching Preschool Children
- ECE 550 Holistic & Contemplative Traditions in Teaching

**Second Year, Spring Semester**
- ECE 480 Supervised Teaching Practicum
- ECE 480 Administration of a Childcare Center

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

**Certificate Program**
The Certificate Program, for those who already hold a B.A., immerses students in contemplative education for one year. The required courses for the Certificate program include all of the first year ECE B.A. program courses, plus ECE 550. The certificate requires 30 semester credits, including the 15 credits in core ECE courses. In contrast to the BA with an ECE major, the certificate program results in no recognized formal certification.

**B.A. Minor in Contemplative Education:**
- ECE 300 Foundations of Contemplative Education 3
- PSY 310 Buddhist Psychology I: Meditation 3
- ECE 320 Movement in Education 3
- ECE 350 Maistry and Learning Styles 3
- ECE 550 Holistic and Contemplative Traditions 3
- TOTAL 9

**B.A. Minor in Early Childhood Education:**

**Prerequisites:**
- ECE 300 Foundations of Contemplative Education 3
- PSY 310 Buddhist Psychology I 3

**Requirements:**
- ECE 380 Child Development and Creativity 3
- ECE 550 Holistic and Contemplative Traditions 3
- ECE 450 Teaching Preschool Children 3
- TOTAL 9
Ecopsychology

Full-time faculty teaching in this area: Eagle Cruz, Daron Gracen, Forrest Ketchin, Nicole McGough, Anne Parker

Part-time Faculty teaching in this area: Elias Amidon, Howard Aposhyan, John Davis, Suzanne Duarte, Sherry Ellis, Elizabeth Roberts, Jed Swift

Recent visiting faculty: David Abram, Steven Foster and Meredith Little, Chellis Glendeanning, Leslie Gray, Will Keepin, Laura Sewall, Malidoma and Sobonfu Somé, Starhawk

Ecopsychology is an emerging field which integrates ecology and psychology. It brings psychological principles and practices to environmental work and ecological thinking and the values of the natural world to psychotherapy, personal growth, and community development. Areas of interest to ecopsychologists include effective environmental education and action, ecotherapy, the promotion of sustainability, the healing and initiatory influences of encounters with wilderness and nearby nature, and the sacred dimensions of human-nature relationships.

The Naropa Institute’s approach to ecopsychology is grounded in contemplative practice, combining experiential and conceptual learning with awareness training, including meditation and nature-based mindfulness. These practices disclose the reciprocal and seamless connections between ourselves and the world and nurture our innate desire to contribute to the well-being of the world with understanding and compassion.

The Naropa Institute offers a number of courses related to ecopsychology each year at the undergraduate and graduate levels. These courses offer training in ecology, psychology, ecopsychology theory and practice, ecotherapy, wilderness experience, earth-centered spirituality, and other areas. Some are a semester long, and others are summer intensives.

Several of Naropa’s B.A. and M.A. programs are related to ecopsychology. Students enrolled in these programs may take a number of elective relevant courses, designing their own studies in this field. Relevant degree programs include the following:

B.A. Programs
- Contemplative Psychology
- Environmental Studies
- Interdisciplinary Studies

M.A. Programs
- Engaged Buddhism
- Environmental Leadership
- Somatic Psychology
- Transpersonal Counseling Psychology

For more information on these degree programs, please see their listings in this catalog.

Examples of Ecopsychology Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 506 Corning Home: Boulder's Bioregions</td>
<td>3</td>
</tr>
<tr>
<td>ENV 510 Exploring Our Sacred Environment</td>
<td>3</td>
</tr>
<tr>
<td>ENV 520 Ecopsychology Training: Waking Up Together</td>
<td>3</td>
</tr>
<tr>
<td>ENV 528 Exploring Our Sacred Environment</td>
<td>3</td>
</tr>
<tr>
<td>ENV 660 Indigenous Peoples and Environmental Issues</td>
<td>3</td>
</tr>
<tr>
<td>ENV 670 Human Nature Contract</td>
<td>2</td>
</tr>
<tr>
<td>ENV 680 Transforming Systems</td>
<td>2</td>
</tr>
<tr>
<td>PSY 557 Wilderness/Adventure Therapy</td>
<td>1</td>
</tr>
<tr>
<td>PSY 516 Contemplative Mountaineering</td>
<td>1</td>
</tr>
<tr>
<td>PSY 520 Psychology of Wilderness Experience</td>
<td>3</td>
</tr>
<tr>
<td>PSY 530 Journey to the Source</td>
<td>1</td>
</tr>
<tr>
<td>PSY 551 Ecopsychology</td>
<td>2</td>
</tr>
<tr>
<td>PSY 737 Ecotherapy</td>
<td>2</td>
</tr>
</tbody>
</table>

Interested students should check these and other departments for courses of interest.

B.A. Minor in Ecopsychology
Nine credit hours selected from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 300 Nature, the Sacred and Contemplation</td>
<td>3</td>
</tr>
<tr>
<td>ENV 500 Deep Ecology in Context</td>
<td>3</td>
</tr>
<tr>
<td>ENV 528 Ecopsychology/Waking up Together</td>
<td>3</td>
</tr>
<tr>
<td>NAM 510 Exploring our Sacred Environment</td>
<td>3</td>
</tr>
<tr>
<td>PSY 516 Contemplative Mountaineering</td>
<td>1</td>
</tr>
<tr>
<td>PSY 540 Introduction to Shamanism</td>
<td>2</td>
</tr>
<tr>
<td>PSY 650 Journey to the Source</td>
<td>1</td>
</tr>
<tr>
<td>PSY 551 Ecopsychology</td>
<td>2</td>
</tr>
</tbody>
</table>
Academic Programs

Environmental Studies

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

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

*Administrative Coordinator:* Lincoln Lahue

"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."

-- Chögyam Trungpa, Rinpoche

The Naropa Environmental Studies program features an integrated, interdisciplinary 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.

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.

Descriptions of the Minors

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

Ecopsychology is an emerging field that integrates ecology and psychology. It brings psychological principles and practice to environmental work and the values of the natural world to psychology, personal growth and community well-being.
Horticulture brings a contemplative approach to working on the land through academic study and practical gardening experience on campus and 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.

Pre-requisites 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 some of these prerequisites:
ENV 526, ENV 033

Curriculum

The B.A. degree in Environmental Studies is composed of 24 credit hours of core courses required for all majors. Additionally, Environmental Studies Majors must choose a minor from one of the following—Ecology, Ecopsychology, Horticulture, and Native American Studies.

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

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

### Core Courses
- ENV 500 Nature, the Sacred and Contemplation
- ENV 520 Ecology & Environment
- ENV 540 Garden World
- ENV 560 Human Systems and Evolution
- ENV 510 Exploring our Sacred Environment
- ENV 520 Deep Ecology in Context or
- ENV 540 Contemplative Approaches to Environmental Issues
- ENV 530 Environmental Problem Solving
- ENV 540 Senior Project and/or
- ENV 560 Sustainable Communities

#### TOTAL
24

### B.A. Minors:
Each minor 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 minor are as follows:

#### Ecology
Nine credit hours selected from the following:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 520 Ecology as a Way of Knowing</td>
<td>3</td>
</tr>
<tr>
<td>ECO 500 Water Quality and Watersheds</td>
<td>1.5</td>
</tr>
<tr>
<td>ECO 510 Basic Field Ecology</td>
<td>3</td>
</tr>
<tr>
<td>ECO 560 Global Ecological Issues</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Ecopsychology
Nine credit hours selected from the following:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 500 Nature, the Sacred and Contemplation</td>
<td>3</td>
</tr>
<tr>
<td>ENV 520 Deep Ecology in Context</td>
<td>3</td>
</tr>
<tr>
<td>ENV 520 Ecopsychology/Waking up Together</td>
<td>3</td>
</tr>
<tr>
<td>NAM 510 Exploring our Sacred Environment</td>
<td>3</td>
</tr>
<tr>
<td>PSY 515 Contemplative Mountainecology</td>
<td>1</td>
</tr>
<tr>
<td>PSY 540 Introduction to Shamanism</td>
<td>2</td>
</tr>
<tr>
<td>PSY 560 Journey to the Source</td>
<td>1</td>
</tr>
<tr>
<td>PSY 561 Ecopsychology</td>
<td>2</td>
</tr>
</tbody>
</table>

#### Horticulture
Nine credit hours selected from the following:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 520 Deep Ecology in Context</td>
<td>3</td>
</tr>
<tr>
<td>HOR 520 Vegetable Garden</td>
<td>3</td>
</tr>
<tr>
<td>HOR 500 Landscape Design for Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>HOR 510 Small Farm Management</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Native American Studies
Nine credit hours selected from the following:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 550 Cultures, Global Society and the Third World</td>
<td>3</td>
</tr>
<tr>
<td>ANT 560 Participatory Research and Practical Ethnography</td>
<td>3</td>
</tr>
</tbody>
</table>

41
Academic Programs

ENV 510 Exploring our Sacred Environment 3
NAM 500 History of the Western US 3
NAM 510 Earth Circles 3
NAM 520 Native American Spirituality & Mainstream America 3
NAM 550 Contemporary Issues in Native America 3
NAM 590 Survival Skills 3

M.A., Environmental Leadership

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 curriculm 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 some summer courses on the Naropa campus that fulfill these pre-requisites:
- ENV 700 Environment and the Political Process
- ECO 506 Coming Home: Boulder’s Bioregion

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, practica, 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 (12 credits) over two years are part of the required core. Each Intensive is three days long, with the exception of ENV 560 and 570, which are eight days long.

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 practices, and a thesis or report.

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

Course Requirements Credits

<table>
<thead>
<tr>
<th>Intensives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 550 A Deepening of Wisdom I (lab fee) 2</td>
</tr>
<tr>
<td>ENV 570 A Deepening of Wisdom II (lab fee) 2</td>
</tr>
<tr>
<td>ENV 521 Engaging Issues Beyond Dichotomies I 1.5</td>
</tr>
<tr>
<td>ENV 721 Engaging Issues Beyond Dichotomies II 1.5</td>
</tr>
<tr>
<td>ENV 581 Engaging Systems Change I 1.5</td>
</tr>
<tr>
<td>ENV 781 Engaging Systems Change II 1.5</td>
</tr>
<tr>
<td>ENV 671 Engaging Environmental Justice Issues I 1.5</td>
</tr>
<tr>
<td>ENV 771 Engaging Environmental Justice Issues II 1.5</td>
</tr>
<tr>
<td>ENV 681 Environmental Leadership and the Contemplative Mandate I 1.5</td>
</tr>
<tr>
<td>ENV 781 Environmental Leadership and the Contemplative Mandate II 1.5</td>
</tr>
</tbody>
</table>

Courses Credits

| ENV 600 Meditation for Environmental Leaders 2 |
| ENV 620 The Human-Nature Contract I 2 |
| ENV 530 Transforming Systems I 2 |
### Academic Programs

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 680</td>
<td>Environmental Issues &amp; Indigenous People</td>
<td>3</td>
</tr>
<tr>
<td>ENV 670</td>
<td>The Human-Nature Contract II</td>
<td>2</td>
</tr>
<tr>
<td>ENV 680</td>
<td>Transforming Systems II</td>
<td>2</td>
</tr>
<tr>
<td>ENV 720</td>
<td>The Art &amp; Ethic of Leadership I</td>
<td>3</td>
</tr>
<tr>
<td>ENV 770</td>
<td>The Art &amp; Ethic of Leadership III</td>
<td>3</td>
</tr>
<tr>
<td>ANT 550</td>
<td>Cultures, Global Society</td>
<td>3</td>
</tr>
<tr>
<td>ENV 700</td>
<td>Environment &amp; Political Process</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(choice of one of these last 3 courses)</td>
<td></td>
</tr>
</tbody>
</table>

**Team Project Field Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 604</td>
<td>Boulder Creek Watershed Atlas I</td>
<td>2</td>
</tr>
<tr>
<td>ENV 605</td>
<td>Boulder Creek Watershed Atlas II</td>
<td>2</td>
</tr>
<tr>
<td>ENV 730</td>
<td>Culture Nature Partnership I</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 780</td>
<td>Culture Nature partnership II</td>
<td>2</td>
</tr>
</tbody>
</table>

**Self-designed Component:**

- Practicum
- ENV 680 Practicum I
- ENV 680 Practicum II
- ENV 680 Practicum III
- ENV 680 Practicum IV
- ENV 880 Master’s Thesis Seminar, or
- ENV 881 Master’s Paper/Project Seminar

**TOTAL** | 60

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43
Academic Programs

Foundations of Contemplative Education

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

Part-Time Faculty: Loretta McGrath

During their first two years as undergraduates, students explore the ground of contemplative education at Naropa. The Foundation Years provide students with the structure and support to develop mindfulness-awareness practices, to open their hearts, cultivate their minds, and develop the confidence to express themselves genuinely in a variety of disciplines.

New students meet with faculty mentors at the beginning of each semester to select courses for the following semester. We work with students individually and in small groups to select personally relevant courses which will provide a balance of body, heart, and mind. We also challenge students to stretch into unfamiliar disciplines, to courageously step into the unknown, unexplored aspects of themselves and the larger world.

In the first two years at Naropa, students select from a broad range of mindfulness-awareness practices offered in the B.A. College: Aikido, Brush Strokes, Ikebana, Meditation and Tai Chi Chuan. Students may choose to begin with a course called “Exploring the Traditional Eastern Arts” in which they sample a range of contemplative disciplines.

In addition to contemplative practice classes, lower division students take one Foundation class each semester. These classes are designed to create genuine learning communities where students learn from one another as well as from faculty. Foundation classes encourage students to identify and reflect upon their own ways of knowing and to develop curiosity about other ways of knowing. Classroom dynamics range from the magical to the practical, from quiet contemplation to lively exchange. Students and faculty work toward creating a ground of mutual respect in the classroom where differences are celebrated and become the ground for authentic exchange of ideas.

Foundation program classes include the following:

Courses  Credits
FND 310 Cognitive Studies  3
FND 248 Coming to Voice  3
FND 256 Embodying Mathematics  3
FND 250 Healing Strategies in Literature  1
FND 270 Metacognition Seminar  2
FND 207 Naropa Seminar: The Boulder Bioregion  3
FND 250 Writer’s Craft  3
FND 251 Writing and the Inquiring Mind  3

Foundation students also take 2-3 courses each semester from a wide range of course offerings in the B.A. College. These courses do not have prerequisites and are appropriate entry-level courses for anyone new to Naropa and ready to learn. Since these courses are also taken as electives by upper-division students, they provide a rich laboratory for B.A. students to mix with one another, faculty and the discipline at hand. They include the following:

Contemplative Psychology:

Courses  Credits
PSY 320 Introduction to Psychology  2
PSY 320 Introduction to Jung  2
PSY 320 Humanistic Psychology  2
PSY 450 Topics in Healing: Voice and Sound  2
PSY 520 Embodying Process/Individual  2
PSY 516W Process Painting and Meditation  1
PSY 626 Introduction to Jin Shin Jyutsu I  2
PSY 628 Gestalt I  2
PSY 636 Hakomi I  3
PSY 656 Chinese Energetics and Body Psychology  2
PSY 658 Expressive Arts in Healing  3
PSY 578 Exploring the Role of Music in Therapy  2

Early Childhood Education:

Courses  Credits
EC 200 Foundations of Contemplative Education  3

Environmental Studies:

Courses  Credits
ECO 210 Basic Field Ecology  3
ECO 566 Global Ecological Issues  3
ENV 260 Ecology and Evolution  3
ENV 340 Garden World  3
ENV 510 Exploring our Sacred Environment  3
ENV 580 Deep Ecology in Context  3
ANT 550 Cultures, Global Society and Third World Issues  3
NAM 510 Earth Circles and Traditional Wisdom  3
NAM 590 Contemporary Issues in Native America  3

Interarts:

Dance:

Courses  Credits
DAN 300 Beginning Movement Study  3
DAN 810 Contemporary Dance Foundations  3
DAN 350 Contact Improvisation  2
DAN 350 Contemporary Dance Forms I (previous experience necessary)  3
DAN 290 Body-Mind Centering I  3
DAN 410 Dance of Africa  3
PSY 326 Introduction to Dance Movement Therapy  2
PSY 426 Authentic Movement  2
PSY 377 Introduction to Body Psychology  2
IAR 340 Studies in Improvisation  2

Music:

Courses  Credits
MUS 510 Ear Training I  3
MUS 505 Balinese Gamelan Orchestra  2
MUS 808 Shambhala Chorus  3
MUS 515 Music of Africa  3
MUS 530 Improvisation I  2

44
Academic Programs

MUS 525 Jazz Ensemble  2
MUS 525 Introduction to World Music  2

Theater:
Courses  Credits
THR 500 Actor's Journey: Pool's Caper  2
THR 520 Basic Acting I  3
THR 530W, 504W, 507W, 508W Acting Labs I-IV  1

Religious Studies:
Courses  Credits
REL 500 Meditation Practicum I  3
REL 501W Theravada Vipassana Weekend  1
REL 503 Tibetan I  4
REL 504 W Introduction to Tibetan Buddhism:
The Breeze of Simplicity  1
REL 507 Sanskrit I  4
REL 530 Tibetan II  4
REL 537 Sanskrit II  4

Traditional Eastern Arts:
Courses  Credits
TRA 500 Exploring Traditional Eastern Arts  2
TRA 500 Shambhala Meditation Practicum  3
TRA 505 Tai Chi Chu'an I  3
TRA 510 Aikido I  3
TRA 513 Kyudo Zen Archery  3
TRA 515 Yoga I  3
TRA 520 Ikabana  3
TRA 525 Tai Chi Chu'an II  3
TRA 520 Aikido II  3
TRA 530 Yoga II  3

Visual Arts:
Courses  Credits
ART 500 The Contemplative Artist  3
ART 502 Pottery from the Earth  2
ART 505 Drawing I  3
ART 520 Calligraphy and the Book Arts  2

ART 530 Color Theory  3
ART 535 Thangka Painting I  3
ART 537 Brushstroke I  3
ART 545 Painting I  3
ART 547 Brushstroke II  3
ART 551 World Art I  3
ART 552 World Art II  3
ART 555 Figure Drawing I  3
ART 565 Painting II  2
ART 575 Figure Drawing II  3

Writing and Literature:
Courses  Credits
WRI 530W Poetry Practicum: Experimental Writing  1

Who May Apply:
Students who have between 0 and 50 credits and a high-school diploma or equivalency are eligible to apply to the Foundation program. Since Naropa is not a residential college, students must be prepared to live on their own without the support structures offered in residential dormitories. We strongly recommend that applicants learn to live independently for a semester before applying to Naropa.

While many of our courses are experimental or performance based, students also need traditional academic skills to succeed at Naropa. Many of the courses in Naropa's B.A. College involve extensive reading and writing as well as a willingness to engage in a deeply personal exploration of one's own experience. Students who are self-reflective, tolerate high levels of ambiguity, complexity, and novelty thrive at Naropa.
Academic Programs

M.A. Gerontology and Long-Term Care Management

Full-Time Faculty: Robert Atchley (chair)

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

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

- Carl Jung, Modern Man in Search of a Soul

The Master of Arts in Gerontology and Long-Term Care Management program 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 offered has grown out of the recognition that to affect 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. It is 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—that 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 2035, 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 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 course work in the theory and application of therapeutic models of long-term care;
- Provides leadership and business administration skills through course work 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 with the student by program faculty to provide the best possible placement to meet individual professional goals;
- 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 course 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 through traditional mindfulness/awareness techniques sharpens one’s intelligence, attention to detail, and ability to discriminate between confusion and clarity. In particular, this training allows one to slow down the tempo of mental activity in order to be 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 death use mindfulness and body awareness training as a basis for understanding these issues. The therapeutic-team approach is also introduced. These courses present the view that aging is a psychological and physical situation common to us all. By coming to terms with where we are in the human life cycle, including our experiences of impermanence and loss, we are able to enter the world of the older adult. As we let go of our fear of aging, we are able to appreciate the opportunity of caring for frail elders and can work with care giving as a selfless and enriching practice.

3. 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 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 internship, students are required to complete a Master of Arts process paper based upon their internship experience.

M.A. Degree Requirements and Curriculum
In order to earn the Master 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 1000-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 concentrations: Gerontology and Long-Term Care Management, enabling students to customize their educational journey according to career goals. The Gerontology concentration 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 concentration is designed to lead to licensure as a nursing home administrator in Colorado and in most other states. Either concentration may be completed on a 16-month or 20-month schedule, or on a part-time schedule designed with an academic advisor.

Required Courses, Gerontology Concentration

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>LTC 570 Working with Elders in Dance and Theater</td>
<td>1.5</td>
</tr>
<tr>
<td>LTC 560 Death and Loss as Opportunities for Healing</td>
<td>2</td>
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<tr>
<td>LTC 600 Psychological Tasks of Aging</td>
<td>4</td>
</tr>
<tr>
<td>LTC 610 Concepts of Management</td>
<td>2</td>
</tr>
<tr>
<td>LTC 620 Long-Term Care Delivery Systems</td>
<td>2</td>
</tr>
<tr>
<td>LTC 630 Principles of Accounting</td>
<td>2</td>
</tr>
<tr>
<td>LTC 640 Concepts of Health and Disease</td>
<td>2</td>
</tr>
<tr>
<td>LTC 650 Therapeutic Approaches to Long-Term Care</td>
<td>3</td>
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<tr>
<td>LTC 660 Models of Long-Term Care</td>
<td>2</td>
</tr>
<tr>
<td>LTC 740 Human Resources Management</td>
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<td>LTC 760 Community Relations and Marketing</td>
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<tr>
<td>LTC 800 Professional Seminar</td>
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<tr>
<td>LTC 850 AIT Internship</td>
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<tr>
<td>LTC 880 Master's Paper Seminar</td>
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</tr>
<tr>
<td>Contemplative Elective(s)</td>
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Electives: (at least 7 credits)

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<tr>
<td>LTC 590 Special Topics</td>
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<tr>
<td>LTC 591 Special Topics</td>
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</tr>
<tr>
<td>LTC 670 Health Care Policy</td>
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</tr>
<tr>
<td>LTC 680 Revenue Sources and Reimbursement</td>
<td>2</td>
</tr>
<tr>
<td>LTC 690 Special Topics: Aging in American Society</td>
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</tr>
<tr>
<td>LTC Special Topics: The Aging Individual in a Changing Society</td>
<td>3</td>
</tr>
<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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<tr>
<td>General Elective</td>
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<td>TOTAL CREDITS</td>
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### Academic Programs

**Required Courses: LTC Management Concentration**

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<tr>
<td>LTC 580 Death and Loss as Opportunities for Healing</td>
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<td>LTC 600 Psychological Tasks of Aging</td>
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<td>LTC 610 Concepts of Management</td>
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<td>LTC 620 Long-Term Care Delivery Systems</td>
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<td>LTC 630 Principles of Accounting</td>
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<tr>
<td>LTC 640 Concepts of Health and Disease</td>
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<tr>
<td>LTC 650 Therapeutic Approaches to Long-Term Care</td>
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<tr>
<td>LTC 660 Models of Long-Term Care</td>
<td>2</td>
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<tr>
<td>LTC 670 Health Care Policy</td>
<td>2</td>
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<tr>
<td>LTC 680 Revenue Sources and Reimbursement</td>
<td>2</td>
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<td>LTC 720 Facilities Management</td>
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<td>LTC 730 Banking: Capital Markets and Finance</td>
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<tr>
<td>LTC 740 Human Resources Management</td>
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<tr>
<td>LTC 750 Legal and Ethical Environment of LTC</td>
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</tr>
<tr>
<td>LTC 760 Community Relations and Marketing</td>
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</tr>
<tr>
<td>LTC 800 Professional Seminar</td>
<td>2.5</td>
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<tr>
<td>LTC 850 AIT Internship</td>
<td>1.12</td>
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<tr>
<td>LTC 880 Master's Paper Seminar</td>
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</tr>
<tr>
<td>Contemplative Elective(s)</td>
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<tr>
<td><strong>SUBTOTAL</strong></td>
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**Electives: (at least 1 credit)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>LTC 570 Working with Elders in Dance and Theater</td>
<td>1.5</td>
</tr>
<tr>
<td>LTC 650 Special Topics</td>
<td>0.5-1</td>
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<tr>
<td>LTC 691 Special Topics</td>
<td>0.5-1</td>
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<tr>
<td>LTC 690 Special Topics: Aging in American Society</td>
<td>3</td>
</tr>
<tr>
<td>LTC 694 Special Topics: The Aging Individual in a Changing Society</td>
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<tr>
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<td><strong>TOTAL: CREDITS</strong></td>
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Academic Programs

InterArts Studies
Theater/Dance/Music

Full-Time Faculty: Dianne Butler, Barbara Dilley, Mark Miller (chair), Lee Wocley

Part-Time Faculty in Dance/Movement Studies: Annie Brook, Barbara Cargill, Elena Giulini, Margot Iseman, Tracy Kiteya Vasquez, Adwoa Lemieux, Cara Reeser, Nicol McGough

Part-Time Faculty in Theater: Steve Clorfeine, Carol Crutchlow, Maggie Donaghy, Ethelyn Friend, Paul Oertel, John Rebstock, Laura Simms, L.S. Summer

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

InterArts Guest Faculty: Bill Scheffel, Kimiko Snyder, Lisa Stanley

Administrative Assistant: Ellen Napodano

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: T'ai-chi Chu'an, 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 nurtures 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 from a contemplative perspective. Video and audio excerpts in combination with readings from recent
Performance criticism introduce theoretical and historical contexts within which the artist's work may be viewed. Class discussions concentrate on the dialogue between theory and practice with a special emphasis on developing a vocabulary for defining the creative process.

7. Theater Design and Production - Courses utilize improvisational space, light, and sound studies to develop an understanding of the basic principles of theater design and its potential to render creative work more powerful in performance. Emphasis is placed on the effective use of simple ideas and the development of a vocabulary 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 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 realignment.

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

Garuda Theater Club

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

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

<table>
<thead>
<tr>
<th>Theater Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IAR 370 Theater Design &amp; Production</td>
<td>2</td>
</tr>
<tr>
<td>THR 480 Directed Project</td>
<td>3</td>
</tr>
<tr>
<td>THR 503-508, 533-538 Acting Lab</td>
<td>6</td>
</tr>
<tr>
<td>THR 520 Basic Acting</td>
<td>3</td>
</tr>
<tr>
<td>THR 540 Character Acting</td>
<td>3</td>
</tr>
</tbody>
</table>

50
Academic Programs

THR 550 Voice & Sound 3
THR 550 Mudra Space Awareness 3
Theater Studies Elective 1
SUBTOTAL 25

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

InterArts
IAR 355 & 360 History & Contexts of Contemporary Arts: Contemplative Perspectives I & II
IAR 380 Creative Process: Improvisation
IAR 410 Creative Process: Guest Artist
IAR 420 Creative Process: Composition
IAR 450 New Repertory Performance Project
IAR 470 Creative Process: Performance Studies
IAR 550 Intensive Dance Practice

Dance
DAN 300, 310, 350, 400, 450 Contemporary Dance Forms
DAN 410 Dance of Africa
DAN 420 Folk Traditions (not offered 1996-97)

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.

B.A. Minor in Theater

One course selected from the following:

Courses
THL 550 Basic Acting I
THL 540 Character Acting I
THL 550 Actors Journey: Fools Caper
THL 560 Mudra Space Awareness I

Other THL or IAR course(s)

TOTAL 34

Requirements for the Certificate Program in Theater Studies

Courses
THL 480 Directed Project
THL 503-506 Acting Labs
THL 520 Basic Acting
THL 540 Character Acting
THL 560 Mudra Space Awareness

SUBTOTAL 15

TOTAL REQUIRED CREDITS: 45
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 dance, 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 475, 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 Arts: Contemplative Perspectives
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 300, 310, 350, 400, 450 (two semesters of any of the following) 6
Beginning Movement Study, Contemporary Dance Foundations,
Contemporary Dance Forms I, II and/or III 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 350 Creative Process: Improvisation 3
IAR 420 Creative Process: Composition 3
IAR 410, 450, or THR 503-508 Creative Process: Guest Artist, New Repertory or Acting Lab 2

SUBTOTAL 24

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

Summer Study may replace the Creative Process Guest requirement by permission of your advisor.

Recommended Electives:
InterArts
IAR 305 Contemplative Dance Practice
IAR 360 History & Contexts of Contemporary Arts II
IAR 470 Creative Process: Performance Studies

Dance
DAN 330 Contact Improvisation
DAN 410 Dance of Africa
DAN 420 Folk Dance Traditions (not offered in 1998-99)

Religious Studies
REL 600 Meditation Practicum I

Traditional Eastern Arts
TRA 600 Shamhala Meditation Practicum I
TRA 505 Tai-Chi Chuan I
TRA 510 Aikido I
TRA 515 Yoga

Theater
THR 520 Basic Acting
THR 540 Character Acting
THR 550 Voice and Sound
THR 560 Munro Space Awareness

Music
MUS 515 Music of Africa
MUS 550 Musicianship I
MUS 380 Recording Studio

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

Courses Credits
DAN 300, 310, 350, 400, 450 (two semesters of any of the following): 6
Beginning Movement Study, Contemporary Dance Foundations,
Contemporary Dance Forms I, II and/or III 6
DAN 380, 430 Body-Mind Centering I & II 6
IAR 355 History & Contexts of Contemporary Arts I 2
IAR 350 Creative Process: Improvisation 3
IAR 420 Creative Process: Composition 3

52
### Academic Programs

**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.*

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tr>
<td>IAR 355 History &amp; Contexts</td>
<td>2</td>
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<tr>
<td>DAN 380 Body-Mind Centering I</td>
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<tr>
<td>DAN 430 Body-Mind Centering II</td>
<td>3</td>
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<tr>
<td>DAN 350 Contemporary Dance Forms I</td>
<td>3</td>
</tr>
<tr>
<td>DAN 430 Contemporary Dance Forms II</td>
<td>3</td>
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<tr>
<td>Contemplative Classes</td>
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<tr>
<td>Electives</td>
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<td>Two Dance Therapy Classes</td>
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<tr>
<td>PSY 326 Introduction to Dance/Movement Therapy</td>
<td>2</td>
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<tr>
<td>PSY 476 Dance/Movement Therapy: Current Topics</td>
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<tr>
<td>Psychology Classes: (6 credits)</td>
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<tr>
<td>*PSY 320 Introduction to Psychology</td>
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<td>*PSY 420 Abnormal Psychology</td>
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<td>and one additional psychology credit</td>
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<td>*Note: if already taken, then other Psychology choices are required</td>
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**TOTAL CREDITS**  
30

### B.A. Minor in Dance/Movement Studies

Three credit hours selected from the following group:

<table>
<thead>
<tr>
<th>Courses</th>
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<tr>
<td>DAN 300 Beginning Movement Study</td>
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<td>DAN 310 Contemporary Dance Foundations</td>
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<td>DAN 350 Contemporary Dance Forms I</td>
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<td>DAN450 Contemporary Dance Forms III</td>
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**TOTAL CREDITS**  
26

*Notes: The Dance Therapy concentration has a required minor of Psychology which includes: PSY 320 Introduction to Psychology, PSY 420 Abnormal Psychology, and three credits of Psychology electives. PSY 377 Introduction to Body Psychology: Embodiment Awareness is highly recommended.*

**Certificate Program**

**InterArts Studies: Dance**

**Courses**  
**Credits**

- DAN 300, 310, 350, 400, 450 (two semesters of any of the following)  
- Beginning Movement Study, Contemporary Dance Foundations,  
- Contemporary Dance Forms I, II and/or III  
- DAN 380, 430 Body-Mind Centering I & II  
- IAR 350 Creative Process: Improvisation  
- IAR 355 History & Contexts of Contemporary Arts I  
- InterArts elective  
- 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**

- DAN 300, 310, 350, 400, 450 (two semesters of any of the following)  
  - Beginning Movement Study,  
  - Contemporary Dance Foundations,  
  - Contemporary Dance Forms I, II and/or III  
- IAR 355 History & Contexts  
- DAN 380 Body-Mind Centering I  
- DAN 430 Body-Mind Centering II  
- DAN 350 Contemporary Dance Forms I  
- DAN 430 Contemporary Dance Forms II  
- Contemplative Classes  
- Electives  
- Two Dance Therapy Classes:  
  - PSY 326 Introduction to Dance/Movement Therapy  
  - PSY 476 Dance/Movement Therapy: Current Topics  
- Psychology Classes: (6 credits)  
  - *PSY 320 Introduction to Psychology  
  - *PSY 420 Abnormal Psychology  
  - and one additional psychology credit  

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

**TOTAL CREDITS**  
80
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. Musician ship 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 300 Music Appreciation 3
MUS 500, 510 Ear Training I, II 6
MUS 550, 550, 570 Musician ship I.II.III 9
MUS 580 Introduction to Recording Studio 2
Private Lessons 4
TOTAL 24

Recommended Electives

Music
Additional Private Lessons
MUS 350 Listening to Jazz
MUS 505 Balinese Gamelan Orchestra
MUS 515 Music of Africa
MUS 530 Improvisation I, II
MUS 535 Jazz Ensemble
MUS 545 Eclectic Ensemble

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

Theater Studies
THR 520 Basic Acting
THR 550 Voice and Sound

Dance/Movement Studies
DAN 380 Body-Mind Centering

B.A. minor in Music

Basic Skills – One course selected from the following group:
Courses Credits
MUS 500 Ear Training I 3
MUS 550 Musician ship I 3

History – One course selected from the following group:
Courses Credits
MUS 300 Music Appreciation 3
MUS 380 Listening to Jazz 2
MUS 555 Introduction to World Music 3

Creative Process – One course selected from the following group:
Courses Credits
MUS 505 Balinese Gamelan Orchestra 2
MUS 508 Shambhala Chorus 3
MUS 515 Music of Africa 3
MUS 530 Improvisation I 2
MUS 535 Jazz Ensemble 2
MUS 588 African Marimba Ensemble 2
MUS 548 Balinese Gamelan Orchestra 2

As needed:
Courses Credits
MUS 597 Private Lessons 1-2

TOTAL 9

Requirements for the Certificate Program in Music

Music Courses Credits
MUS 300 Music Appreciation 3
MUS 500 Ear Training I 3
MUS 550 & 550 Musician ship 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.
Academic Programs

Psychology Programs

B.A., Contemplative Psychology

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


Administrative Coordinator: Penelope Laaphier
Student Advisor: Carole Clements

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.

Courses are offered in a contemplative environment integrating the study of traditional liberal arts disciplines with the nourishment of the personal journey and inherent wakefulness of the student. Contemplative Psychology students are required to take a series of courses on meditation practice and application, drawn from the Buddhist and Shambhala contemplative traditions. This practice heightens one's 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, 14 comprise the core courses and the remaining 10 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 Expressive Arts and Well Being. 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

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 310 Buddhist Psychology I: Meditation</td>
<td>3</td>
</tr>
<tr>
<td>PSY 230 Introduction to Psychology</td>
<td>2</td>
</tr>
<tr>
<td>PSY 468 Contemplative Psychology I: Compassionate Action</td>
<td>3</td>
</tr>
</tbody>
</table>

Additional Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 482 Senior Seminar I</td>
<td>2</td>
</tr>
<tr>
<td>PSY 487 Contemplative Psychology II: Compassionate Outreach</td>
<td>1</td>
</tr>
<tr>
<td>PSY 483 Senior Seminar II</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Core Credits | 14
Total Concentration Credits | 10
Total Credits For Major Required | 24
Minor Disciplines | 9
Contemplative Requirement | 6
PSY 512 Buddhist Psychology II: Maitri and Compassion (required) | 3
Contemplative Elective | 3
Elective Credits | 21
Total B.A. Program Credits | 60

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 a broad spectrum of Western psychotherapeutic traditions are explored.

Required Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FND 310 Cognitive Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

Courses in Buddhist Psychology (minimum 4 credits)

Courses (2)

400-599 Courses in Buddhist Studies offered by the Religious Studies department approved by advisor and with permission of instructor.
REL 510 Introduction to Contemplative Religions | 3
REL 516 Buddhism and Social Action | 3

Courses in Western Psychology (minimum 3 credits)

Courses | Credits
Academic Programs

FND 370 Cognitive Studies II: Metacognition Seminar 2
PSY 420 Abnormal Psychology 3
PSY 506 Language and Communication in the Healing Process 2
PSY 528 Gestalt I 2
PSY 529 Hakomi Integrative Somatics: Resolving Trauma 3
PSY 536 Hakomi Integrative Somatics I 3
PSY 548 Gestalt II 2
PSY 571 Personality Theories 3
PSY 576 Hakomi Integrative Somatics II 3
TOTAL CREDITS 10

Psychology of Health and Healing

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

Required Course
PSY 360 Approaches to Healing 3

7 Credits Selected from the Following Courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 377 Introduction to Body Psychology: Embodiment Awareness</td>
<td>2</td>
</tr>
<tr>
<td>PSY 469 Introduction to Nutrition and Herbs</td>
<td>2</td>
</tr>
<tr>
<td>PSY 506 Embodiment Process and the Individual</td>
<td>2</td>
</tr>
<tr>
<td>PSY 526 Introduction to Jin Shin</td>
<td>2</td>
</tr>
<tr>
<td>PSY 529 Hakomi Integrative Somatics: Resolving Trauma</td>
<td>3</td>
</tr>
<tr>
<td>PSY 536 Hakomi Integrative Somatics I</td>
<td>3</td>
</tr>
<tr>
<td>PSY 538 Reflexology</td>
<td>2</td>
</tr>
<tr>
<td>PSY 540 Shamanism &amp; Shamanic Healing</td>
<td>2</td>
</tr>
<tr>
<td>PSY 548 Tibetan Medicine</td>
<td>2</td>
</tr>
<tr>
<td>PSY 551 Ecopsychology</td>
<td>2</td>
</tr>
<tr>
<td>PSY 558 Embodiment Process/Group</td>
<td>2</td>
</tr>
<tr>
<td>PSY 566 Chinese Energetic and Body Psychology</td>
<td>2</td>
</tr>
<tr>
<td>PSY 576 Hakomi Integrative Somatics II</td>
<td>3</td>
</tr>
<tr>
<td>PSY 585 Tibetan Medicine II</td>
<td>2</td>
</tr>
<tr>
<td>PSY 586 Jin Shin II</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL CREDITS</td>
<td>10</td>
</tr>
</tbody>
</table>

Transpersonal and Humanistic Psychology

Transpersonal psychology acknowledges spiritual growth as an essential aspect of psychological development. Humanistically-oriented psychotherapies developed in Western culture are also explored including the work of Perls, Rogers, Assagioli, Erikson, and Kurtz.

Required Course
PSY 356 Transpersonal Psychology 2
PSY 350 Humanistic Psychology 2

6 Credits Selected From the Following Courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 330 Introduction to Jungian Psychology</td>
<td>2</td>
</tr>
<tr>
<td>PSY 430 Exploring Dreams: Jungian Practice</td>
<td>2</td>
</tr>
<tr>
<td>PSY 455 Dynamics of Intimate Relationships</td>
<td>2</td>
</tr>
<tr>
<td>PSY 506 Language and Communication</td>
<td>2</td>
</tr>
</tbody>
</table>

Expressive Arts and Well Being

This concentration offers a spectrum of courses in the expressive arts. These courses provide vehicles for the authenticity and fullness inherent in ourselves as human beings. Expressive arts invite imagination and truth to mingle, directly communicating who we are in the changing continuum of each moment.

Required Course
PSY 568 Expressive Arts in Healing 3

7 Credits Selected From the Following Courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FND 350 Writers Craft</td>
<td>3</td>
</tr>
<tr>
<td>FND 351 Inquiring Mind</td>
<td>3</td>
</tr>
<tr>
<td>MUH 550 Improvisation I</td>
<td>2</td>
</tr>
<tr>
<td>PSY 526 Introduction to Dance Movement Ecology Therapy</td>
<td>2</td>
</tr>
<tr>
<td>PSY 526 Authentic Movement</td>
<td>2</td>
</tr>
<tr>
<td>PSY 465 Visual Arts: Imagination in Healing</td>
<td>2</td>
</tr>
<tr>
<td>PSY 472 Presence: Voice and Sound</td>
<td>2</td>
</tr>
<tr>
<td>PSY 476 Dance/Movement Therapy: Current Topics</td>
<td>2</td>
</tr>
<tr>
<td>PSY 502 Art Therapy Elective, TOP</td>
<td>1</td>
</tr>
<tr>
<td>PSY 515W Process Painting and Meditation</td>
<td>1</td>
</tr>
<tr>
<td>PSY 524 Art Therapy Summer Workshop</td>
<td>1</td>
</tr>
<tr>
<td>PSY 568 Exploring the Role of Music in Therapy</td>
<td>2</td>
</tr>
<tr>
<td>PSY 587 Expressive Arts/Working With Others</td>
<td>2</td>
</tr>
<tr>
<td>THR 600 The Actor's Journey</td>
<td>2</td>
</tr>
<tr>
<td>THR 650 Madura</td>
<td>3</td>
</tr>
<tr>
<td>ART 800 The Contemplative Artist</td>
<td>3</td>
</tr>
<tr>
<td>THR 540 Character Acting</td>
<td>3</td>
</tr>
<tr>
<td>PSY 557 Somatic Arts</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL CREDITS</td>
<td>10</td>
</tr>
</tbody>
</table>

B.A. minor in Contemplative Psychology

Nine credit hours selected from the following courses:

Required Course
PSY 310 Buddhist Psychology I: Meditation 3
FND 310 Cognitive Studies 3
PSY 320 Introduction to Psychology 2
PSY 328 Introduction to Dance Movement Therapy 2
PSY 330 Introduction to Jungian Psychology 2
PSY 344 Introduction to Transpersonal Psychology 2
PSY 350 Humanistic Psychology 2
FND 370 Metacognition Seminar 2
PSY 377 Introduction to Body Psychology: Embodiment Awareness 2

6 Credits Selected From the Following Courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 420 Abnormal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 430 Exploring Dreams: Jungian Practice</td>
<td>2</td>
</tr>
<tr>
<td>PSY 455 Dynamics of Intimate Relationships</td>
<td>2</td>
</tr>
<tr>
<td>PSY 485 Visual Arts: Imagination in Healing</td>
<td>2</td>
</tr>
<tr>
<td>PSY 472 Presence: Voice and Sound</td>
<td>2</td>
</tr>
</tbody>
</table>

57
### Academic Programs

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 476</td>
<td>Dance/Movement Therapy: Current Topics</td>
<td>2</td>
</tr>
<tr>
<td>PSY 501</td>
<td>Art Therapy Elective</td>
<td>1</td>
</tr>
<tr>
<td>PSY 506</td>
<td>Language and Communication in the Healing Process</td>
<td>2</td>
</tr>
<tr>
<td>PSY 512</td>
<td>Buddhist Psychology II: Mind and Compassion</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>(Pre-req: Buddhist Psy I or Meditation Class)</td>
<td></td>
</tr>
<tr>
<td>PSY 515W</td>
<td>Process Painting and Meditation</td>
<td>1</td>
</tr>
<tr>
<td>PSY 525</td>
<td>Music Therapy Institute</td>
<td>1</td>
</tr>
<tr>
<td>PSY 528</td>
<td>Gestalt I</td>
<td>2</td>
</tr>
<tr>
<td>PSY 529</td>
<td>Hakomi Integrative Somatics: Resolving Trauma</td>
<td>3</td>
</tr>
<tr>
<td>PSY 530</td>
<td>Hakomi Integrative Somatics I</td>
<td>3</td>
</tr>
<tr>
<td>PSY 548</td>
<td>Gestalt II</td>
<td>2</td>
</tr>
<tr>
<td>PSY 556</td>
<td>Symbols and Transformation</td>
<td>2</td>
</tr>
<tr>
<td>PSY 564W</td>
<td>Journeying with Death and Loss: Harvesting the Jewels</td>
<td>1</td>
</tr>
<tr>
<td>PSY 566</td>
<td>Chinese Energetics and Body Psychology</td>
<td>2</td>
</tr>
<tr>
<td>PSY 568</td>
<td>Expressive Arts in Healing</td>
<td>2</td>
</tr>
<tr>
<td>PSY 571</td>
<td>Personality Theories</td>
<td>3</td>
</tr>
<tr>
<td>PSY 576</td>
<td>Hakomi Integrative Somatics II</td>
<td>3</td>
</tr>
<tr>
<td>PSY 578</td>
<td>Exploring the Role in Music Therapy</td>
<td>2</td>
</tr>
</tbody>
</table>

### Certificate Program

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

Full-Time Faculty: Karen Kissel Wegela (Chair)

Part-Time Faculty: Jeri Bacon, Chuck Barr, Sarah Bennett, Jane Bryant, Lauren Casalino, Sharon Conlin, Betsy DeCastro, Andy Dorsay, Jamie Emery, Kathy Emery, Sylvane Farnell, Jim Fladmark, Carole Fleming, Wren Fritzian, Jack Gipple, Steve Henne, Victoria Howard, William Karelis, Marybeth Keigher, Carol Lintroes, Cara Luneau, Kathy Manning, Susan Nimmanheminda, Heidi O’Riley, Pat Patton, Nancy Portnoy, Bill Sell, William Staudemmaier, Julian Stollmeyer, Helena Cooper Unger, Robert Unger, Tim Varner, Karen Wilding, Denise Wünsch, Laura Jane Zimmer-Reed

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

2. Contemplative Practice
Because the ground of working with others is familiarity with one's own experience, the program emphasizes meditation practice and body/mind awareness disciplines. Students are required to practice mindfulness awareness sitting meditation as presented in the program, and are also encouraged to engage in body awareness practices such as Tai-chi Ch'uan, Yoga, Aikido, and other body/mind synchronization practices. The second and third years begin with meditation 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 tajgen 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 fearless 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/space/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 "maithri," 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 Maithri 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. Addictions Recovery Center
2. Alternative Homes for Youth
3. Boulder County Department of Social Services:
   - Child Protection Team
   - Sexual Abuse Team
4. Boulder County Mental Health Center:
   - Adult Treatment Team
   - Child, Adolescent and Family Services
   - Community Support Services Team
   - Outpatient Drug Team
   - Emergency Psychiatric Services
   - Longmont Team
5. Colorado AIDS Project
6. The Counseling Center
7. Eagle Lodge Inc
8. The Gathering Place
9. Jefferson County Mental Health Center
10. Qualite
11. University of Colorado:
    - Multicultural Counseling Center
    - Employee Assistance Program
12. 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

<table>
<thead>
<tr>
<th>Courses</th>
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<tbody>
<tr>
<td>PSY 608 Introduction to Buddhist Psychology: Practicum I</td>
<td>2</td>
</tr>
<tr>
<td>PSY 609 Group Process I</td>
<td>1</td>
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<tr>
<td>PSY 618 Child Development: Contemplative View</td>
<td>2</td>
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<td>PSY 628 Evolution of Central Concepts</td>
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Spring Semester

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<td>PSY 619 Group Process II</td>
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<td>PSY 658 Buddhist Psychology: Practicum II</td>
<td>2</td>
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<td>PSY 658 Family Process</td>
<td>2</td>
</tr>
<tr>
<td>PSY 758 Psychopathology I: Sanity and Neurosis</td>
<td>2</td>
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<tr>
<td>PSY 689 Maithri Program I</td>
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Summer

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<td>PSY 669 Meditation Practicum III</td>
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<td>PSY 700 Research and Statistics</td>
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<td>PSY 718 Community and Organizations</td>
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SECOND YEAR

Fall Semester

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<tr>
<td>PSY 639 Group Process IV</td>
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<td>PSY 679 Meditation Practicum IV</td>
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<tr>
<td>PSY 738 Therapeutic Relationships I</td>
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<tr>
<td>PSY 758 Psychopathology II: Psychosis</td>
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<td>PSY 748 Psychology of Aging</td>
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Spring Semester

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<td>PSY 708 Contemplative Psychotherapy Seminar</td>
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<tr>
<td>PSY 709 Meditation Practicum V</td>
<td>0.5</td>
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<tr>
<td>PSY 719 Group Process V</td>
<td>0.5</td>
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<tr>
<td>PSY 758 Therapeutic Relationships II</td>
<td>2</td>
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<td>PSY 789 Maithri Program II</td>
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Summer

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<td>PSY 791 Group Process VI</td>
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<td>PSY 792 Meditation Practicum VI</td>
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<td>PSY 798 Theory &amp; Practice of Group Psychotherapy</td>
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THIRD YEAR

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<td>PSY 749 Group Process VII</td>
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<td>PSY 759 Meditation Practicum VII</td>
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<tr>
<td>PSY 788 Therapeutic Relationships III</td>
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<tr>
<td>PSY 808 Field Placement I</td>
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<tr>
<td>PSY 818 Clinical Tutorial I</td>
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61
Academic Programs

Spring Semester
FSY 769 Group Process VIII 1
FSY 779 Meditation Practicum VIII 0.5
FSY 868 Field Placement II 4
FSY 838 Clinical Tutorial II 2
FSY 888 Master's Paper Seminar 1
FSY 889 Maitri Program III 0.5
SUBTOTAL 9.5

Other Requirements

1. Meditation Practice
Students participating in the Contemplative Psychotherapy program are required to maintain a regular, ongoing 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 and third years, students are expected to add one three-hour "nyintun" 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. Leing, Oliver Sacks, and Edward Podvoll, and by Tibetan Buddhist scholar and meditation master, Chögyam 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 contempative 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.
Somatic Psychology Department

M.A., Somatic Psychology: Dance/Movement Therapy
M.A., Somatic Psychology: Body Psychology

Full-Time Faculty: Susan Apochyan, Barbara Cargill, Nicol McGough (chair)
Internship Coordinator: Ryan Kennedy

Part-Time Faculty: Howard Apochyan, Diane Bartko, Annie Brook,
Christine Caldwell, Ryan Kennedy, Carolyn Mayfield,
Elena Guiliibi, Mukava Meredith, Kokuni Minton, Bernie Marek,
Suzanne Marie, Mark Peckler, Larry Walsh, Gregg Westwood.

Administrative Coordinator: Kendra Wilczewski

The Somatic Psychology Department offers two unique programs designed to train students in the clinical practice of movement oriented, body-centered psychotherapy. Students choose between one of two possible 60-credit degrees: Dance/Movement-Therapy or Body Psychotherapy. 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 and in recognizing that movement is the law of life. Where there is conscious movement there can be health. The activity of therapy, then, involves removing learned obstructions to our full-bodied participation, cultivating our ability to fully dance with the moment. Our focus is on developing and growing the health in individuals rather than focusing on pathology.

The M.A. programs integrate elements of Eastern thought and Western thought, employ both traditional and modern methodologies, and provide therapeutic training based on contemplative awareness. The Dance/Movement Therapy program is designed in accordance with the training guidelines of The American Dance Therapy Association (ADTA), and has been an ADTA-approved program since 1987. Graduates of both programs are eligible to sit for the Licensed Professional Counselor's (LPC) exam for the state of Colorado and the 41 other states which have reciprocity with Colorado. Both programs meet the educational requirements for the National Board for Certified Counselors.

Students in both degree programs take a series of core curriculum classes together that are body-based and movement-oriented. Each program also has several specialization classes in its own discipline. The core curriculum incorporates five areas of study during the five semester full-time program. Part-time study is also available. The recommended completion time for the program is three years.

The first area of study imparts the theory and practice of movement oriented dance therapy and body-centered psychotherapy. The theoretical portion focuses on the work of dance therapists, psychotherapists, and body-workers 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 through body oriented, movement intervention in the therapeutic encounter.

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

The third area encompasses the observation, description and diagnosis of movement, beginning with self-evaluation, then moving toward observation of others. This area of study trains the student's senses in the discernment of movement patterns and impulses.

The fourth area of study comprises the practice of awareness disciplines through contemplative practice. 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 clinical practice through fieldwork and internship. Students complete a 200-hour fieldwork placement (100 hours of which can be completed before program entrance) and a 700-hour clinical internship. This involves seventy hours of both group and individual clinical mentorship by a registered dance therapist or body-centered psychotherapist.
# Academic Programs

## M.A. Degree Requirements

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<thead>
<tr>
<th>Theoretical and Skills Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSY 587 Theories of Somatic Psychology</td>
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<tr>
<td>PSY 607 Clinical Process: Assessment Through Intervention</td>
<td>3</td>
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<tr>
<td>PSY 506 Movement Therapy Skills I: Working With Individuals</td>
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<tr>
<td>PSY 656 Movement Therapy Skills II: Working With Groups</td>
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<tr>
<td>PSY 636 The Body and Its Psychological Patterns: Awareness &amp; Observation</td>
<td>4</td>
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<tr>
<td>PSY 686 The Body and Therapeutic Change: Assessment and Facilitation</td>
<td>2</td>
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<tr>
<td>PSY 766 Moving Through Birth and Death</td>
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<tr>
<td>PSY 677 Human and Career Development</td>
<td>4</td>
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<tr>
<td>PSY 736 Methods of Psychotherapy</td>
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<tr>
<td>PSY 707 Multicultural Issues</td>
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<tr>
<td>PSY 706 Research and Statistics</td>
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<tr>
<td>PSY 716 System Skills in Body Psychotherapy</td>
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<th>Practicum Courses</th>
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<tr>
<td>PSY 587 Clinical Orientation</td>
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<tr>
<td>PSY 706 Creative Arts Therapies</td>
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<td>PSY 826 Internship Seminar I (DMT or BP section)</td>
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<td>PSY 876 Internship Seminar III (DMT or BP section)</td>
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<tr>
<td>PSY 816 Internship Placement I (DMT or BP section)</td>
<td>2</td>
</tr>
<tr>
<td>PSY 866 Internship Placement II (DMT or BP section)</td>
<td>2</td>
</tr>
<tr>
<td>PSY 856 Professional Preparedness</td>
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<td>PSY 856 Thesis Research Seminar</td>
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<tr>
<th>Additional Dance/Movement Therapy Courses</th>
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<tr>
<td>PSY 616 Traditional Dance/Movement Therapy: Theory and Practice</td>
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<tr>
<td>PSY 726 Laban: Movement Observation and Assessment</td>
<td>2</td>
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<tr>
<td>PSY TBA Traditional Dance/Movement Therapy Skills II: Theory and Practice</td>
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<tr>
<th>Additional Body Psychotherapy Curriculum: Courses</th>
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<td>PSY 626 Psychology of the Body: Reichian Lineage</td>
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<td>PSY 676 Psychology of the Body: Jungian Perspectives</td>
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<td>PSY 777 Somatic Psychology Symposium</td>
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## Further Requirements for Both Degrees

The four credit Contemplative Practice Requirement must be fulfilled through 2 credit hours of sitting meditation class and another 2 credit hours of either a meditation practice or another contemplative practice class. Suggestions for sitting classes include:

- PSY 646 Meditation and Psychotherapy
- REL 500 Meditation Practicum
- PSY 621 Psychology of Meditation
- TRA 500 Shambhala Meditation Practicum I

Suggestions for other contemplative practice classes are:

- PSY 516 Contemplative Mountaineering
- TRA 515 Yoga
- TRA 505 Tai-chi Ch'uan,
- TRA 510 Aikido
- TRA 520 Ikebana
- DAN 310 Contemplative Dance
- PSY 426 Authentic Movement

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 first 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 an experiential group dynamics and leadership class. It is also a time for students to develop their relationships with each other and find support for their experience and journey at Naropa. This class is not therapy nor is it a substitute for personal therapy. For this reason, all departmental students are encouraged to be in private therapy during their studies with us. The cost of the Group Process Class is in addition to the listed tuition costs.

After the fifth semester of core classes each student is required to enroll in Extended Thesis and Extended Support Seminar until they have graduated. These courses are designed to support each student in completing their coursework, internship and thesis.

All students pay a lab fee in addition to tuition costs for PSY 816 and PSY 866 to defray some of the costs of individual clinical mentorship for the internship requirement.

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.

Somatic Psychology Certificate Program

The certificate is designed to respond to community requests for training in Somatic Psychology for mental health professionals who already have, or are in the process of receiving, appropriate graduate-level professional training. This residential certificate program trains students in the fundamental theories and techniques of Somatic Psychology. Certificate students will attend selected courses that are part of the curriculum for the M.A. degree in Somatic Psychology. The certificate can be completed in two, three, or four semesters. For the two semester plan, the first semester would be full-time (15.5 credit hours) and the second semester ½-time (8.5 credit hours). For the three or four semester plans, study is part-time.

Academic Programs

Applicants for the certificate program must have completed, or be concurrently enrolled in a program leading to, an appropriate professional masters or doctoral degree from an accredited college or university in clinical psychology, psychotherapy, counseling, social work, or the equivalent. Completion of the degree is a prerequisite for receiving the certificate.

Certificate Requirements: Students must complete the following courses:

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>PSY 606 Movement Therapy Skills (Fall)</td>
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<tr>
<td>PSY 626 Psychology of the Body: Reichian (Fall)</td>
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<td>PSY 636 Body and Psychological Patterns (Fall)</td>
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<td>PSY 646 Psychotherapy and Meditation (Fall)</td>
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<td>PSY 655 Movement Therapy Skills (Spring)</td>
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<td>PSY 657 Theories of Somatic Psychology (Fall)</td>
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<td>PSY 663 Body and Therapeutic Change (Spring)</td>
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<td>PSY 816 Internship Placement (Spring)</td>
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Academic Programs

M.A., Transpersonal Counseling Psychology

Full-Time Faculty: Dale Aarau, Barbara Carter (chair), Michael Franklin, Darion Gracoon, Laurie Rugenstein

Part-Time Faculty: Eleanor Alden, Elias Amidou, Frank Berliner, Laura Beer, Deborah Bowman, Judith Buchanan, Betty Cannon, Jane Carpenter-Cohn, Daphne Chellos, Bayard Cobb, Ben Cohen, John Davis, Andy Dorsey, Sherry Ellms, Mary Erickson, Roland Evan, Mimi Farrelly-Hansen, Duay Freeman, Liz Gaggini, Barbara Gagliardi, Dena Gitterman, Julie Glassower, Diana Guth, Diane Israel, Christina Kauffman, Marybeth Keigher, Bob Koechlin, Jack Lavina, Bernie Marek, Jenny McKillop, Duane Mullner, Sandy Novak, Dottie Oatman, Deb Fireman, Suzanne Pope, Reesa Porter, Claire Riley, Elizabeth Roberts, Mary Schlesinger, Holly Smith, Thomas Barr, James Jordan, Bruce Swinehart, Michael Smith, Nora Swan-Foster, Jed Swift, Bruce Tift, Jane Wells

Recent Visiting Faculty: David Abram, Pat Allen, Angeles Arrien, Don Campbell, David Darling, Bruce Fisher, Chellis Glendinning, Stanislav Grof, John Firman, Steven Foster, Ann Gila, Meredith Little, Barbara Hesser RMT, Carl Hollander, Sandra Ingerman, Cathy Malchiodi ATR, Shaun McNiff, Bruce Moon ATR, Shirley Riley ATR, Clive Robbins RMT, Laura Sewall, Lisa Solzolov, Malidoma Some, Richard Tarnas, Robert Turner, Frances Vaughan, Roger Walsh

Administrative Director: Sandy Goldman

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

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

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 521 Touching the Moment: Mindfulness Retreat
PSY 576 Taming the Wild Horse: Working with Emotions Through Meditation Practice
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 Ch’uan, Yoga, Aikido, Kyudo, Contemplative Dance and Embodying Process.

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 650 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: Techniques & Practice
PSY 661 Counseling Relationship II: Life Styles & Career
PSY 810 Professional Seminar & Ethics I
PSY 880 Professional Seminar & Ethics II
4. 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 the same qualified and approved practitioner.

5. 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:

- Behavioral Health Services
- Boulder County Safehouse
- Boulder College of Massage Therapy
- Boulder Veteran Center
- Colorado AIDS Project
- Counseling Center
- Jefferson County Mental Health Center
- Karlis Family Center
- Larimer County Mental Health Center
- Maria Drost Services of Colorado, Inc.
- Multi-Cultural Counseling Center, University of Colorado
- Sexual Abuse Team, Boulder County Social Services

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

- Alternative Homes for Youth
- Colorado Christian Home
- Good Samaritan Center
- Mental Health Corporation of Denver
- Namqua Center
- National Jewish Center for Immunology and Respiratory Medicine
- QW-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.

Counseling Psychology

The Counseling Psychology concentration offers specialized training and coursework in psychotherapeutic skills and theory. In addition to in-depth training in meditation and mindfulness practice, students pursue Gestalt-oriented work. In a sequence of two courses 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. 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, such as Jungian Psychology, Humanistic Psychology, Ecopsychology, Therapy with Children, Adolescents and Families, and World Wisdom traditions. The M.A. degree in Transpersonal Counseling Psychology also offers the following concentrations:
Academic Programs

Art Therapy
As a hybrid profession, Art Therapy encompasses study in both visual art and social science. Our innovative approach to training integrates these two fields within a transpersonal framework. This unique concentration strives to incorporate a contemplative foundation with both the art making process and the practice of psychotherapy.

Students pursue theoretical and experiential coursework designed to prepare them to earn credentials as a Licensed Professional Counselor and as a Registered Art Therapist with the American Art Therapy Association. To meet these requirements the curriculum includes 33 credits of art therapy courses out of the 60 credit Transpersonal Counseling Degree. The Art Therapy Program must be completed in either three or four years.

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

Prerequisites to the program are: Developmental Psychology; Abnormal Psychology; and Theories of Personality.

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

<table>
<thead>
<tr>
<th>Fall, First Year</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSY 671 Psychology of Meditation I:</td>
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</tr>
<tr>
<td>Mindfulness Training</td>
<td></td>
</tr>
<tr>
<td>PSY 661 Counseling Relationship I:</td>
<td>3</td>
</tr>
<tr>
<td>Techniques and Practice</td>
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<tr>
<td>PSY 610 Human Development</td>
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<tbody>
<tr>
<td>PSY 670 Transpersonal Psychology</td>
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</tr>
<tr>
<td>PSY 661 Counseling Relationship II:</td>
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<tr>
<td>Lifestyles and Career</td>
<td></td>
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<tr>
<td>PSY 710 Family Systems</td>
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<tr>
<td>PSY 770 Meditation Practicum I:</td>
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</tr>
<tr>
<td>Cultivating Awareness</td>
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<td>PSY 601 Gestalt Awareness I</td>
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<td>PSY 700 Research and Statistics</td>
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<td>PSY 680 Group Dynamics and Leadership</td>
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<td>PSY 651 Gestalt Awareness II</td>
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TOTAL CREDITS                  60

Requirements for Concentration in Art Therapy

Grounded in a foundation of awareness training, students pursue didactic and experiential coursework 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. This program, approved by the American Art Therapy Association, consists of 33 credits of art therapy coursework combined with 21 credits of tranpersonal counseling psychology, 2
### Academic Programs

**Additional Prerequisites and Requirements:**

- **Prerequisites for the Art Therapy concentration include:**
  - *12 credits in Psychology including Developmental Psychology, Abnormal Psychology and Theories of Personality*
  - *18 semester hours of studio art including basic coursework in drawing, painting, and clay.

*Art Therapy students are required to have a meditation instructor during the second and third years of the program.*

A $320 lab fee is assessed for each Skills course to be collected during the first week of class.

### Requirements for Concentration in Music Therapy

The music therapy concentration is approved by the American Music Therapy Association. 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 multidisciplinary treatment teams within community agencies and in private practice.

Prerequisites to the music therapy concentration are: Abnormal Psychology; and Theories or Personalities of Psychology. A course in the History of Western Music is strongly recommended.

### Credits Breakdown

#### Fall, First Year

<table>
<thead>
<tr>
<th>Course Description</th>
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<tr>
<td>PSY 621 Psychology of Meditation I: Mindfulness Training</td>
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<td>PSY 611 Counseling Relationship I: Techniques and Practice</td>
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<td>PSY 634 History and Theory of Art Therapy</td>
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<td>PSY 604 Art Therapy Skills I</td>
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#### Spring, First Year

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<tr>
<th>Course Description</th>
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<tr>
<td>PSY 670 Transpersonal Psychology</td>
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<td>PSY 661 Counseling Relationship II: Lifestyles and Career</td>
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<td>PSY 654 Art Therapy Skills II: Transpersonal</td>
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#### Summer, First Year

| Elective(s)                                             | 0-3     |

#### Fall, Second Year

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<tr>
<td>PSY 700 Research and Statistics</td>
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<td>PSY 704 Art Therapy Skills III: Group</td>
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<td>PSY 624 Art Therapy Studio: Process and Materials</td>
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#### Spring, Second Year

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<tr>
<td>PSY 660 Clinical Assessment</td>
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<td>PSY 710 Family Systems</td>
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<td>PSY 754 Art Therapy Skills IV: Adult Special Populations</td>
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#### Summer, Second Year

| Elective(s)                                             | 0-3     |

#### Fall, Third Year

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<td>PSY 804 Field Placement I: Art Therapy</td>
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#### Spring, Third Year

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<tr>
<td>PSY 864 Professional Seminar &amp; Ethics II: Art Therapy</td>
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<tr>
<td>PSY 854 Field Placement II: Art Therapy (Internship)</td>
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<tr>
<td>PSY 863 Art Therapy Thesis II</td>
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<td>*Elective(s) or Body Awareness</td>
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### Total Art Therapy Credits: 33

### Total Credits: 60

*Students can take Electives and Body Awareness courses at any time during the program, including the summer terms.*
### Academic Programs

#### Spring, Second Year
- PSY 660 Clinical Assessment: 3
- PSY 770 Meditation Practicum II: Developing Compassion: 1
- PSY 710 Family Systems: 3
- PSY 732 Clinical Improvisation: 2
- PSY 825 Music Therapy Practicum II: 1
- PSY 835 Music Therapy Institute: 1

**SUBTOTAL:** 11

#### Fall, Third Year
- PSY 815 Professional Seminar & Ethics I: Music Therapy: 3
- PSY 875 Music Therapy Thesis I: 1
- PSY 865 Music Therapy Field Placement I: (Internship): 3

**Credits**

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<tbody>
<tr>
<td>Subtotal</td>
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<tr>
<td>Total Music Therapy Credits</td>
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<tr>
<td>Total Credits</td>
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#### Spring, Third Year
- PSY 865 Professional Seminar & Ethics II: Music Therapy: 3
- PSY 885 Music Therapy Thesis II: 1
- PSY 885 Music Therapy Field Placement II (Internship): 3
- Elective(s): 0.2

**Credits**

<table>
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<td>Total Music Therapy Credits</td>
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**Body Awareness**

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<tr>
<td><strong>SUBTOTAL</strong></td>
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</table>
Academic Programs

Religious Studies

Full-Time Faculty: Eagle Cruz, Roger Dorris, Reginald A. Ray (Chair), Rabbi Zalman Schachter-Shalome (World Wisdom Chair), Judith Simmer-Brown,

Visiting Faculty: Ven. Dzogchen Ponlop Rinpoche, Sarah Harding, Ringu Tulku, Rinpoche


Administrative Coordinator: Sharron Szabo
Administrative Assistant: Giovannina Jobson

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 other 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. Introductions to the major world religions (Buddhism, Hinduism, Christianity, Judaism, Islam, Native American traditions, and the religions of East Asia).
2. Electives providing the opportunity for further exploration in several related areas (Psychology, Anthropology, Tibetan Language, and advanced courses in Buddhism).
3. Course offerings in meditative disciplines, such as sitting practice and traditional Eastern arts.
4. Additional specialty areas, drawn from departmental advanced study: Tibetan and Sanskrit language, Engaged Buddhism.

Study Abroad

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

Requirements for the B.A. in Religious Studies

Courses Credits
REL 500 Meditation Practicum I 3
REL 610 Introduction to Contemplative Religions 3
REL 410 B.A. Senior Project I 1.5
REL 450 B.A. Senior Project II 1.5

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.

B.A. minor in Religious Studies

9 credit hours distributed in the following courses:

Courses Credits
REL 510 Introduction to Religion 3

6 credit hours selected from the following:
REL 525 Contemplative Christianity 3
REL 520 Contemplative Hinduism 3
REL 535 Contemplative Judaism 3
REL 529 World Wisdom: Texts-Jewish Mysticism 3
REL 540 Religions of China & Japan 3
REL 501w Theravada Vipassana Weekend 1
REL 504w Introduction to Buddhist Meditation 1
REL 515 Buddhism & Social Action 3
REL 550 Meditation Practicum I 3
REL 550 Meditation Practicum II 3
Academic Programs

REL 542 Buddha Nature School 3
REL 552w Zen Intensive Weekend 1
REL 554w Mahayana Meditation 1

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 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." 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 practice. The scope of study includes the varieties of Buddhism practiced in the monastery, in the lay context, and in the retreat setting of intensive 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 Nikaya ("Hinayana"), Mahayana, and Vajrayana traditions.

3. Buddhist Meditation

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

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

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

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

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.

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

Special Emphases 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, exploring Buddhist texts beyond the filter of the English language.

Tibetan

The Tibetan Language provides access to the rich and diverse world of Tibetan Buddhist literature as well as the oral teachings of contemporary masters. This concentration provides training in both classical Tibetan and modern language. Study of classic Tibetan involves learning grammar and vocabulary of the 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.
### Academic Programs

#### Courses

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<th>First Year, Fall</th>
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<td>REL 500 Meditation Practicum</td>
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<td>REL 560 Nikaya Buddhism</td>
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<td>REL 610 Tripitaka Texts</td>
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<td>Body work elective</td>
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<tr>
<td>REL 520 Meditation Practicum II</td>
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<tr>
<td>REL 680 Introduction to Madhyamaka</td>
<td>3</td>
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<td>REL 690 Mahayana Texts</td>
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<td>Sanskrit or Tibetan II</td>
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<td>REL 670 Topics in Mahayana Buddhism</td>
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<td>REL 550 Meditation Practicum III</td>
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<td>REL 542 Buddha Nature School</td>
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<td>REL 710 Buddha Nature/Vajrayana Texts</td>
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<td>REL 800 M.A. Colloquium I</td>
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</tr>
</thead>
<tbody>
<tr>
<td>REL 575 Meditation Practicum IV</td>
<td>3</td>
</tr>
<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>
<td>1.5</td>
</tr>
</tbody>
</table>

| REL 650 Dathun | 0 |
| REL 880 Comprehensive Exams | 0 |
| REL 885 Master's Project Translation | 0 |

**TOTAL CREDITS**: 60

#### The Contemplative Religion Concentration

Contemplative experience and training are found in many 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>First Year, Fall</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>REL 500 Meditation Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>REL 560 Nikaya Buddhism</td>
<td>3</td>
</tr>
<tr>
<td>REL 510 Introduction to Religion</td>
<td>3</td>
</tr>
<tr>
<td>REL 610 Tripitaka Texts</td>
<td>3</td>
</tr>
<tr>
<td>Body work elective</td>
<td>3</td>
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<table>
<thead>
<tr>
<th>First Year, Spring</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>REL 520 Meditation Practicum II</td>
<td>3</td>
</tr>
<tr>
<td>REL 680 Introduction to Madhyamaka</td>
<td>3</td>
</tr>
<tr>
<td>REL 690 Mahayana Texts</td>
<td>3</td>
</tr>
<tr>
<td>REL 670 Topics in Mahayana Buddhism</td>
<td>3</td>
</tr>
<tr>
<td>Contemplative Hinduism or Religions of China &amp; Japan</td>
<td>3</td>
</tr>
</tbody>
</table>

**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, rampant materialism, socio-economic injustice as well as the pervasive and more individual forms of suffering inherent in this existence. The program includes both theoretical and practical training. Students study classical Buddhist philosophy, ethics, and meditation. They also explore the "engaged" spirituality of Buddhism and other wisdom traditions as they apply to community-building, leadership training, conflict management, grief and despair work, and the role of ritual in providing care for individuals and communities in crisis. Practical training focuses particularly on the "social service" dimension utilizing both classroom and field work to develop skills that will enable students to enter into and be effective within this arena of helping others. 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 service or social action settings.

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

**ANT 560 Cultures, Global Society, and Third World Development**  
**REL 652 Transition and Ritual: Holding Others**  
**REL 654 Change Mastery II**  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>LTC 550 Death and Loss</td>
<td>2</td>
</tr>
<tr>
<td>REL 755 Engaged Buddhism Colloquium II</td>
<td>2</td>
</tr>
<tr>
<td>REL 754 Community: Working With Others</td>
<td>3</td>
</tr>
<tr>
<td>REL 554 Change Mastery III</td>
<td>2</td>
</tr>
<tr>
<td>Engaged Buddhism Elective</td>
<td>2</td>
</tr>
<tr>
<td>REL 880 Comprehensive Exams</td>
<td>0</td>
</tr>
<tr>
<td>REL 885 Master’s Project Paper</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL CREDITS</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

**Second Year, Fall**  
**REL 746 Engaged Buddhism Field Placement**  
**REL 736 Engaged Buddhism Colloquium I**  
**REL 550 Meditation Practicum III**  

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>REL 576 Meditation Practicum IV</strong></td>
<td>3</td>
</tr>
</tbody>
</table>
Traditional Eastern Arts

Full-Time Faculty: Batsa Faigao, Jana Faigao (co-chairs)

Part-Time Faculty: Jude Blitz, Ravi Dykema, Carol Halpern, Kyoko Kita Sensei, Ellen Mains, Linda Morrell, Valerie Sanford, Bill Scheffel, Shibata Sensei

The Traditional Eastern Arts B.A. emphasizes the transmission of traditional practices handed down from generation to generation—in some cases, since ancient times—from various cultural contexts. The courses within the Traditional Eastern Arts program teach the development and use of internal energy while providing the space and training for the integration of body, mind, and spirit. The program’s focus is on discipline and practice. Our intention for the student majoring in Traditional Eastern Arts is to provide a ground in sitting meditation as well as an opportunity for in-depth study of one of the core body/mind awareness disciplines. The core disciplines are Tai-chi Ch’uan, Aikido, or Yoga. Throughout the two years in which the core discipline is practiced, the student is encouraged to bring the essence of that discipline into alignment with other areas of life such as livelihood, health, creative expression, and being a member of the larger community. This is what we call learning to embody a contemplative way of life. Although we do not expect mastery at the B.A. level, this program trains and encourages students to develop practice and discipline as a way of life.

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

The student 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 academic courses relevant to sitting meditation practice. This includes such courses as The Introduction to Contemplative Religions, The Religions of China and Japan, and Zen Buddhism or Hinduism.

Traditional Eastern Arts practices currently offered at the Institute include: Tai-chi Ch’uan, Aikido, Yoga, Shambhala Meditation Practicum, Kyudo (Zen Archery), and Ikebana. In addition to the B.A. major, courses taken in the Traditional Eastern Arts Department may be taken to fulfill the Institute’s general elective, minor, or traditional contemplative arts requirements.

Sitting Meditation

Sitting meditation trains us to discover simplicity and clarity of mind. It develops Shamatha, "peace" and Vipashana, "insight." The student has the opportunity to settle into the practice of sitting meditation, begins to develop gentleness, "maitri," towards self and others, and learns to honor life and its traditions in the context of sacred world.

Tai-chi Ch’uan

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

—Grand Master Cheng Man-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 a profound preventative and curative system of Chinese medicine.

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 all living phenomena, plays a central role in the
Academic Programs

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, Morohshi 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. At the end of each semester students may test for rank through the international organization, The Aikido School of Ueshiba.

Yoga

"Yoga chitta vritti naro'dha. 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. The Yoga taught in this program is in the lineage of Dr. Swami Gitanada.

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                                      Credits
First Year, Fall
TRA 300 Exploring Traditional Eastern Arts  2
TRA 500 Shambhala Meditation Practicum I,
   Major Awareness Discipline
   (Tai-chi Ch’uan I, Aikido I or Yoga I)  3
SUBTOTAL                                      8

First Year, Spring
TRA 590 Shambhala Meditation Practicum II,
   Major Awareness Discipline
   (Tai-chi Ch’uan II, Aikido II or Yoga II)  3
SUBTOTAL                                      6

Second Year, Fall
TRA 499 Independent Study
   (History, Philosophy, Culture of the Major
   Awareness Discipline)  1
Major Awareness Discipline
   (Tai-chi Ch’uan III, Aikido III
   or Yoga III)  3

One academic course from the
   Religious Studies Department relevant to major
   awareness discipline  3
SUBTOTAL                                      7

Second Year, Spring
Advanced Study of Major Awareness Discipline
   (Tai-chi Push Hands,
   Aikido Weapons, or T.A. Position)  2
Senior Colloquium                             1
SUBTOTAL                                      3

TOTAL CREDITS                                24

B.A. minor in Traditional Eastern Arts

9 credit hours in TRA courses, 6 of which must be in
one discipline.
The Visual Arts Program at the Naropa Institute provides a context for the exploration of mind and phenomena using sitting meditation and the disciplines of traditional and modern art from many world cultures. These disciplines are studied as expressions of innate wakefulness rather than purely artistic techniques. The discovery of one's own innate wakefulness through the practice of art and meditation also reveals the significance and power of cultural forms such as alphabets, colors, shapes, pottery and sculpture. The implications of this discovery for aspiring artists are both profound and practical: art making as an expression of one's true nature advances an understanding of one's place in the world and this can illuminate the ordinary practicalities of how one lives.

The two-year B.A. Visual Arts curriculum includes courses that explore the creative process and artistic expression. Studio classes offer training in drawing, watercolor, figure drawing, painting, color theory, Japanese brush stroke, Tibetan thangka painting, calligraphy and book arts, and sculpture. These are complemented by courses surveying world art history and ongoing discussions 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 are encouraged to practice sitting meditation with guidance 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>
<td>3</td>
</tr>
<tr>
<td>ART 503 Ocher Theory</td>
<td>3</td>
</tr>
<tr>
<td>ART 551 World Art I</td>
<td>3</td>
</tr>
<tr>
<td>ART 552 World Art II</td>
<td>3</td>
</tr>
<tr>
<td>ART 560 Portfolio &amp; Gallery Presentation</td>
<td>1</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>

3 credits in a studio class in a Western discipline: 3

- ART 505 Drawing I, or ART 515 Watercolor I, or ART 525 Drawing II

3 credits in a studio class in an Eastern Discipline: 3

- ART 533 Thangka Painting I, or ART 537 Brush Stroke I

7 credits selected from:
- ART 545, 555, 565 Thangka Painting II, III, IV
- ART 547 Brush Stroke II
- ART 549, 555 Painting I & II
- ART 520 Calligraphy & Book Arts
- ART 555, 576 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.

### B.A. minor in Visual Arts

Any 9 credit hours in ART courses.
Academic Programs

Writing and Poetics
The Jack Kerouac School of Disembodied Poetics

Co-Founders: Allen Ginsberg and Anne Waldman

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

Part-Time Faculty: Lee Christopher, Jack Collom, Kristen Iversen, Lisa Jarnot, Aklah Oliver, Brad O'Sullivan, Max Regan, Julie Seko

Recent Summer Writing Program faculty have included:


Administrative Coordinator: Judy Rydlun

SUMMER WRITING PROGRAM

Artistic Director: Anne Waldman
Program Director, Summer Writing Program: Max Regan
Coordinator: Julie Kizerhot

Writing and Poetics

The Naropa Institute's Department of Writing and Poetics aspires to the classical Greek ἀκαδημεία, a "grove" of learning where elders and students met to explore traditional and innovative technique and lore. This further conjures the vihara 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 any person who has not him or herself produced 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 that will enable them to "write their minds on a piece of paper" (Chogyam Trungpa) with elegance, directness, and precision.

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 Prias International Short Fiction Award, and the Story Magazine Competition. Work from Naropa Writing and Poetics graduates has appeared in American Poetry Review, Exquisite Corpse, Harpoon, 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, television and screen writing, 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.

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 Ecopoetics and Bioregionalism, Investigative Poetics, Contemporary Latin American writing, Gender and Feminism, and Writing and Performance.

B.A. in 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.

Academic Programs

Writing and Literature Curriculum

B.A. Reading and 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, The Expository Essay and B.A. Reading and Writing. In our writing workshops, students refine their ability to convey thought, feeling, and observation, in direct language with an effective sense of form.

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 Practicums (1 credit hour weekend workshops) offered within the Writing and Poetics Department to partially satisfy the elective requirement. This fall a 2 credit hour practicum called Designing a Writing Workshop will be offered.

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 practice, 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.)
Academic Programs

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:

Courses                      Credits
WRI 310 Writing Poetry: Tawny Grammar        3
WRI 311 Writing Fiction: Short Forms        3
WRI 360 Writing Poetry: Yes Do It!          3
WRI 371 Writing Fiction: What a Character    3
WRI 555 The Expository Essay                 3
WRI 562 Practice of Translation            3

12 credit hours in literature courses chosen from:

Courses                      Credits
WRI 553 Literature Seminar: Ancient World Literature 3
WRI 555 Trends in Contemporary Literature: Introduction to Contemporary Criticism 3
WRI 573 Literature Seminar: The Second Half American Poets of the Postmodern Era 3
WRI 575 Trends in Contemporary Lit.: The Feminine Economy in Language and Literature 3
WRI 580 Eco-Lit. 2

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:

Courses                      Credits
WRI 556W Poetry Practicum: Experimental Writing 1
WRI 505W A Writer's Practicum: Publishing and Publication in the World of the Small Press 1
WRI 581 Outreach              1-3
WRI 582 Letterpress Printing: The Well-Dressed Word 3
WRI 583 Letterpress Printing: First Impressions 3

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.

B.A. minor in Writing & Literature

Students who wish to minor in Writing and Literature must submit a creative writing sample along with an application form to the Department and be formally accepted. The Department will contact the student's major department by returning the application review with their decision. Students must submit a 5-10 page creative writing sample to the B.A. Writing and Literature advisor by March 1 (for summer and fall admission) or November 1 (for spring admission). Students who have been accepted will then complete the "Declaration of Minor" form.

Requirements:

Please consult the "Requirement for the B.A. degree in Writing and Literature" in the course catalog for a listing of writing workshop and literature courses. A final manuscript is optional.

Students must select ONE of the following four options (9 credit hours each):

A. One writing workshop and two literature courses equaling 9 credits.

B. Two writing workshops and one literature course equaling 9 credits.

C. Summer Writing Program (WRI 451W-454W) equaling 6 credits;
   and one literature course or one writing workshop for 3 credits for a total of 9 credits.

D. Summer Writing Program (WRI 451W-454W) for 3 credits;
   and one literature course for 3 credits;
   and one writing workshop for 3 credits for a total of 9 credits.

M.F.A. in 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).

The M.F.A. program is 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, ode, 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, characterisation, 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 “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 Prosaic, Contemporary Critical Theory, The Postmodern Novel, William Blake Seminar. All Literature courses require critical papers in standard academic format.

Elective Courses
Students have 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 Practica 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 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 25-30 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 (WSI 880). Only one Extended Manuscript is permitted (see below).
Academic Programs

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, if their work on the Final Manuscript and Critical Thesis receives a grade of SP ("Satisfactory Progress"), register for a 0.5 credit-hour Extended Manuscript Seminar (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 (I/F) Policy
Writing and Poetics Department does not allow a grade of Incomplete/Failure (I/F) 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 but receives a grade of SP ("Satisfactory Progress"), it must be completed during the one Extended Manuscript Semester allowed. A grade of I/W (Incomplete/ Withdrawal) will be given only in the case of medical or family emergency. For more information please see the Naropa Degree Student Handbook.

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

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

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>WRI 651-654 Summer Writing Program I</td>
<td>3</td>
</tr>
<tr>
<td>WRI 761-774 Summer Writing Program II</td>
<td>8</td>
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<tr>
<td>Workshops (9 credit hours required)</td>
<td>9</td>
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<tr>
<td>WRI 562 Practice of Translation</td>
<td></td>
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<tr>
<td>WRI 610A Practice of Poetry: The Long Poem</td>
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<tr>
<td>WRI 610B Practice of Poetry: Composition and Critique</td>
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<tr>
<td>WRI 611A Practice of Fiction: Building Blocks</td>
<td></td>
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<tr>
<td>WRI 611C Practice of Fiction: Narrative Transitions</td>
<td></td>
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<tr>
<td>WRI 625A Creative Reading &amp; Writing: The Poem and the Journal</td>
<td></td>
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<tr>
<td>WRI 623C Creative Reading &amp; Writing: Sequences</td>
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<tr>
<td>WRI 670A Practice of Poetry: Imagination and Innovation</td>
<td></td>
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<tr>
<td>WRI 670B Practice of Poetry: Fructose Chaos</td>
<td></td>
</tr>
<tr>
<td>WRI 671A Practice of Fiction: Bad Business: Mysteries</td>
<td></td>
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<tr>
<td>WRI 671B Practice of Fiction: Golden Bees and Turkish Beggars</td>
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<tr>
<td>WRI 683 Creative Reading &amp; Writing: Cultural Theory and the Poetic Voice: An Investigative Approach to Writing</td>
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</table>

| Literature Courses (9 credits required) | 9       |
| WRI 563 Literature Seminar: Ancient World Literature |         |
| WRI 565 Trends in Contemporary Literature: Introduction to Contemporary Criticism |         |
| WRI 573 Literature Seminar: The Second Half American Poets of the Postmodern Era |         |
| WRI 575 Trends in Contemporary Literature: The Feminine Economy in Language and Literature |         |
| WRI 580 Eco-Lit |         |
| WRI 797 M.F.A. Literature Seminar: William Blake Seminar |         |
| Electives (6 credit hours required) | 6       |
| WRI 566W Poetry Practicum: Experimental Writing |         |
| WRI 569W A Writer’s Practicum: Publishing and Publication in the World of the Small Press |         |
| WRI 581 Project Outreach |         |
| WRI 592 Letterpress Printing: The Well-Dressed Word |         |
| WRI 593 Letterpress Printing: First Impressions |         |
| Contemplative Courses (3 credit hours required) | 3       |
| WRI 880 Manuscript | 6       |
| WRI 881 Extended Manuscript | 0.5     |
| 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 a large collection of 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 writers 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 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 crafts 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 Seko teach printing courses 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.

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.

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.
Academic Programs

Study Abroad Programs  
Nepal and Bali

Coordinator: Peter Vols

Drawing on the wealth of opportunities available in Nepal and Bali, the Study Abroad program provides a thorough introduction to the living traditions of meditation, philosophy, music, painting, and dance of Nepal and Bali. In both cultures, Study Abroad programs are designed to infuse the cross-cultural educational experience with cultivation of inherent curiosity and appreciation of the world. The program mixes academic study with experiential learning so students can 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 cultures of Nepal and Tibet mix in a panorama of ancient devotion, modern development, and lively trade. The 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. The program is housed in a lovely two-story guest house in the village of Boudha 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 program begins with an in-country orientation phase followed by fourteen weeks of academic course work, independent study, 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.

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 1998 program is $7,250.00. Airfare is separate and is negotiated annually.

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ANT 588 Arts &amp; Culture of Nepal</td>
<td>3</td>
</tr>
<tr>
<td>ANT 588 Independent Research: Nepal</td>
<td>2</td>
</tr>
<tr>
<td>REL 588 Meditation Pracitum: Nepal</td>
<td>1</td>
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</tbody>
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REL 516 Nepali Language I 1
REL 526 Buddhist Traditions: Nepal 3

2 Credits From the Following:
ART 556 Tibetan Scroll Painting 2
MUS 546 Nepali Music 2
REL 556 Colloquial Tibetan: Nepal 2
REL 576 Nepali Language II 2

Spring Program in Bali

Bali is one of 13,000 islands in Indonesia, and is often called the Island of the Gods. It is a land where the arts, spiritual practice, and daily activity are thoroughly integrated. The terracing of rice fields, the courising 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 enter the path of Balinese life. They 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 "losmen" (a cluster of bungalows and pavilions.) The eight-week program involves a combination of classes, discussion groups, community gatherings, field trips throughout 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 1998 program was $5,600. An additional charge is levied for the optional independent study/travel project that begins at the end of the eight-week program. Airfare is separate and is negotiated annually.

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ANT 588 Arts &amp; Culture of Bali</td>
<td>2</td>
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<tr>
<td>ANT 588 Independent Research: Bali (optional)</td>
<td>3</td>
</tr>
<tr>
<td>MUS 546 Balinese Gamelan Orchestra: Bali</td>
<td>2</td>
</tr>
<tr>
<td>REL 588 Meditation Pracitum: Bali</td>
<td>1</td>
</tr>
<tr>
<td>REL 518 Indonesian Language I</td>
<td>1</td>
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Additional Course Offering  
Credits
ART 588 Balinese Painting 3
ART 588 Balinese Batik 3
ART 578 Balinese Mask Carving 3
DAN 508 Balinese Dance 3
The School of Continuing Education

Continuing Education Courses

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

Continuing Education at The Naropa Institute is offered year-round in the 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 general areas: Arts and Creativity, World Wisdom Traditions, Health and Healing, Psychology, Environment and Culture, and Journeys.

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 (father of American Somatic Psychology), author Sam Keen, and Master Painter Michael Fuchs.

Each semester, we offer close to 100 programs to the public. For more information, or a copy of our latest catalog, please contact The School of Continuing Education at (303) 546-8578.

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.

Approximate Dates for Summer, 1998:
June 15 - July 31

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 "outsider" 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, 3285 30th Street, Boulder, CO 80301 (303) 245-4800.
Courses

Academic Courses

Course Information

Course Numbering:
Undergraduate:
200-299: intended for freshman and sophomores
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 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 mythological 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 Culture, Global Society, and Third World Development - 3cr - Forrest Ketchein
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 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.
Art (ART)

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

ART 499 Independent Study - 1-3cr - Faculty

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

ART 502 Pottery From the Earth - 2cr - Marcia Usow
In the Native American tradition all pottery comes from Mother Earth. Finding, using, and firing clay in the traditional way will be the subject of this class. Focus will be on forming, 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 - 3cr - Robert Spellman
This studio class focuses on developing skillful use of drawing techniques, methods and materials paired with lucid observation of shape, tone, texture, and composition. Learn to draw fruit, lips, fire, trees, clouds, wind, and laughter. Value studies are explored through charcoal, pencil and ink.

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

ART 520 Calligraphy and Book Arts - 2cr - Laurie Doctor
In this class, we study an alphabet in its historical and contemporary form. The study of the letterforms 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 - 3cr - Robert Spellman
This course number is for students wishing to return to the material of ART 505. Students continue their exploration of the drawing techniques, methods and materials. Prerequisite: ART 505.

ART 530 Color Theory - 3cr - 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 systematic. 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 systematic 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 - 3cr - Cynthia Moku
This studio class is an introduction to painting Buddha images in the Tibetan tradition. Using pencil, brush, ink line drawing, and dry painting techniques, we study the proportions of sacred figures, lotuses, thrones, ornamentation and landscape. A portion of class time is given to reviewing the historical development of Tibetan thangka painting in order to broaden our understanding of the context within which this art form has developed.

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

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

ART 538 Contemplative Space - 3cr - Keith Abbott
The conception of space provides the basis of this interdisciplinary course. The white page or canvas has long been regarded in Buddhist terms as a contemplative mirror, full of Mind, and ready for the synchronization of the projections and intentions of the artists with the spontaneous manifestations of its own energies. Conditioning the artist’s mind via the Japanese poet Basho’s dictum, “The basis of art is change in the universe” will provide a starting place for our explorations of this white page in our creations. Writings in contemplative aesthetics by Eiheizu, D.T.Suzuki, Chogyam Trungpa Rimpochie, Roshi Robert Atken and Kaz Tanahashi will structure the intellectual framework of the course. Slides, museum visits and book study of calligraphic masterpieces will
Courses

continue throughout the classes. Tanahashi writes: "We cannot create space. When we try and make it, it is dead. But without our effort, it does not appear. When we let it come, it is alive." The contemplation of this funda
damental paradox in poetry, brush stroke art, and black and white collage supplies the foundation for this course.

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

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

ART 545 Painting I - 3cr - Michael 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 - Keith Abbott
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 course 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. Prerequisites: ART 533 and ART 543.

ART 555 Figure Drawing I - 1-3cr - Michael Newhall or Laura Marshall
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 tigse, 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 - Keith Abbott
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 563 Thangka Painting IV - 3cr - Cynthia Moku
This course of study is for advanced students of thangka painting. Prerequisite: ART 533, ART 548, and ART 555.

ART 565 Painting II - 3cr - Michael Newhall or Joan Anderson
This course is a continuation of ART 546. Prerequisite: ART 545.

ART 568 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 Mahabarata. This painting technique uses acrylic paint and Chinese ink on canvas to render the intricate and rich images.

ART 570 Art and Environment - 2-6cr - 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.

Creation Spirituality (CSP)
Unless otherwise indicated, courses in this discipline are offered at the Oakland, CA campus.

CSP 600 Creation Spirituality Intensive - 3cr
A 2 week immersion into the new cosmology and creation spirituality tradition. Exploring the vibrant scientific and spiritual context from which to view the remarkable unfolding of the universe, the course will start with the flaring forth of the fireball and will extend to the principles of Creation Spirituality, sustainability in the Ecologic era, the seven chakras and deep ecumenism. Includes Art as Meditation each afternoon. Offered Fall semester.

CSP 601 Overview in Creation Spirituality and Cosmology I -2cr
This fall semester course deepens the introduction to Creation Spirituality and Cosmology begun with the Creation Spirituality Intensive by considering the new sciences of complexity, modernism, and post-modernism, and the relation of Creation Spirituality to culture and to social, economic and ecological design.

CSP 602 Overview in Creation Spirituality and Cosmology II - 2cr
This spring semester course deepens the student's understanding of Creation Spirituality and Cosmology through study of the writings and books on the Creation Spiritual tradition and the new scientific understanding of the Universe Story.

CSP 603 Core Readings in Creation Spirituality and Public Events - 1cr
This covers the basic literature and themes of Creation Spirituality, Cosmology and the Mystics. We will learn these fun and revolutionary ideas drawn from the creation tradition but applicable today. All students are also expected to attend public events and rituals which bring in those who are exploring related themes and experiences.

CSP 604 Overview in Creation Spirituality I - 1cr
This course provides an overview of the basic literature and themes of Creation Spirituality. An exploration of the four paths of Creation Spirituality encompasses deeper understanding of the mystical and prophetic dimensions of spirituality. Required for WOTS Students.

CSP 605 Overview in Creation Spirituality II - 1cr
This course provides an overview of the basic literature and themes of Creation Spirituality. An exploration of the four paths of Creation Spirituality encompasses deeper understanding of the mystical and prophetic dimensions of spirituality. Required for WOTS Students.

CSP 606 Urban Spirituality - 3cr
This team-taught Spring semester course will explore how a new cosmology and an ecological consciousness and creation spirituality can assist us to rediscover the sacred in an urban context. From the beauty of the architecture to the restoring of neighborhoods, from the sadness of the lonely to the excitement of the artists, one
Courses

finds the Spirit encountered on a daily basis. We will explore the experience of beauty, pain, strength, creativity and justice in a city environment.

CSP 608 Master’s Project/Integrative Paper - 3cr
The purpose of the M.A. Project is to integrate the student's educational experience and to contribute in fashioning a more ecologically sensitive and spiritually grounded society. The M.A. Project may take one of three forms: 1) A research paper / thesis; 2) An experiential, work-oriented project; or 3) A creative art work (visual or performance). The M.A. Project may also be a combination of two or all three forms. A creative work must also contain substantial documentation for binding and library reference.

CSP 609 Spirituality and Business - 1-2cr
With love and work, business can be a catalyst for positive social change in this new millennium. Through dialogue, the course will show how it is possible to bring one's heart to work. Stories from experiences of spirituality and the politics of consciousness in the global state explain how one can translate beliefs, combining profits with principles, into action.

CSP 610 Conversations with Bay Area Artists - 1cr
A unique opportunity for panel discussion and dialogue with Bay Area Artists on topics such as the role of artists as social change activists, racism and sexism in the recent establishment, the evolution of religious institutions in relationship to artists, and how artists are reinventing their work through spirituality and the new cosmology.

CSP 611 Creation Spirituality and African American Spirituality in the Twentieth Century - 2cr
This course will focus on contemporary black leadership and the role of leaders in the black communities. Participants will look at Afrocentric approaches to racism and the pain of our cities in this time of crisis. Learn about experiences that have kept the hope within these communities and have nurtured the soul.

CSP 612 Creation Spirituality and Youth - 1cr
This course includes an exploration of the questions and hopes of young women and men and the ways in which youth can be leaders in celebration and post-modern consciousness. We will consider how creation spirituality invites youth to participate in the creation of a more just ecological and life-sustaining society.

CSP 613 Creation Spirituality and Aging - 1cr
How is the aging process a deepening of the experience named in the four paths of Creation Spirituality – wonder? darkness? creativity? Transformation by way of compassion? How can the elderly and those who work with them deepen their spiritual wisdom, take on the responsibility of leadership, find meaning after the paid-for-working years have ended and stay young in spirit?

CSP 614 Earth & Spirit: Engaging with the More-than-Human World - 1cr
This course explores our relationship with spirit and the divine through a deeper understanding and engagement with the natural world. We will seek a vision that will allow us to find pathways to a healthier future for ourselves and the planet.

CSP 615 Creation Mystics - 1-3cr
An exploration of three major mystics representative of the Creation tradition such as Hildegarde of Bingen, Edward Thurreman, Rumi etc. What do these spiritual poets have to say to one another and to us today even though they come from different cultures and historical periods.

CSP 616 Medieval Mystics - 3cr
This course deepens not only knowledge but also one’s personal spiritual journey and ministry through the writings and life stories of Christian mystics of the medieval and early renaissance period such as Francis of Assisi, Teresa of Avila, Hildegarde of Bingen etc. We will make connections between our own spiritual journey, our work and relationships and these historical mystics. Special emphasis will be placed on ways in which mysticism can revitalize our culture.

CSP 617 The Mysticism of Thomas Aquinas and Ourselves - 1cr
The mystical theology of this great medieval mystic holds wisdom for our own mystical/prophetic lives and our post-modern times. Work exclusively with primary texts of Aquinas' writings and share creative responses in regards to his thought and how he has impacted our own spiritual journey.

CSP 618 The Mysticism of Meister Eckhart - 1cr
Meister Eckhart has a rich and prophetic mysticism that is very appropriate for our post-modern times. Read his texts and hear about his strong beliefs on justice-making and reaching out to the common person. See how this can be put into practice in today's spiritual journey.

CSP 619 20th Century Mystics - 2-3 cr
Within the unique expressions of Thich Nhat Hanh, Dorothy Day, Hazrat Inayat Khan, Alice Walker and Teilhard de Chardin, we find a similar spiritual theology which deals with a vast array of the human and cosmological world of interrelatedness born of spirit. We will look for integrative themes of social justice and responsible awareness which promotes balanced and effective actions in the world.
CSP 620 New Patterns in Spirituality: An Artist’s Perspective - 1cr
This course will be a co-creative environment for the re-evaluation of theologically dualistic presumptions regarding the sacred and the profane, working toward the integration of those dimensions through the themes of Creation Spirituality, aesthetics, and creativity as sacrament and spiritual practice.

CSP 621 Roots of Ritual: Techno Cosmic Rituals - 1cr
A consideration of ritual as related to the four paths of Creation Spirituality. This course will focus on ritual as central to authentic community. Exploring the essence of ritual from historical roots through contemporary techno cosmic rituals, we will deepen our understanding of ritual as a vehicle for personal, communal, and cultural transformation.

CSP 622 Technology & Spirituality in a Postmodern World - 1cr
This course traces the evolution of technology in light of the development of western civilization. With technology becoming ever more invasive and complex we ask the question how can spirituality inform a new technics based on wisdom and ecological sustainability?

CSP 623 New Patterns in Spirituality: A Feminist Perspective - 3cr
This course focuses on re-examining traditional theological themes from a feminist perspective. It is designed to foster healing practices which contribute to a world of connection and relationship. Myths and stories from around the world broaden our understanding of the sacred.

CSP 624 The Christian Mystical Tradition and the Art of Deep Prayer - 3cr
This course will explore writings on prayer from great Eastern and Western mystics of the past 1500 years. Special emphasis will be placed on studying and practicing the forms of contemplative prayer. Topics include differences between Eastern and Western understandings and prayer as action and as art.

CSP 625 Mystical Poets and Creation Spirituality - 3cr
This course will study a selection of the world’s great mystical poets, such as Rumi, Kabir, Mechtild, Dickinson and Rilke. Their works will be searched for elements of Creation Spirituality, in particular the four paths of spiritual development. Non-textual resources, especially art and music, will also be used.

CSP 626 Creation Spirituality and the Black Experience I - 2-3cr
This course explores Creation Spirituality themes and the four paths found in the rich literature of the African-American Diaspora. Included in this study are the works of such writers as W.E.B. DuBois, Langston Hughes, James Baldwin, bell hooks, Maya Angelou, Toni Morrison, Alice Walker and others. Their works will be examined, as well as art, music, theater and social commentary, for reflections of African beliefs and the creation tradition.

CSP 627 Creation Spirituality and the Black Experience II - 2-3cr
This course explores Creation Spirituality themes and the four paths found in the rich literature of the African-American Diaspora. Included in this study are the works of such writers as W.E.B. DuBois, Langston Hughes, James Baldwin, bell hooks, Maya Angelou, Toni Morrison, Alice Walker and others. Their works will be examined, as well as art, music, theater and social commentary, for reflections of African beliefs and the creation tradition.

CSP 628 The Search for Common Ground: Howard Thurman - 2cr
Comprehending the ideal of community as expressed through the life and thought of Dr. Howard Thurman. Insights from religious traditions and the Black American sojourn will be utilized to explore the destructive nature of exclusion and the creative possibilities for common ground.

CSP 629 Folklore and Myth of the African Diaspora - 3cr
Explore the myths and tales of West African spiritual traditions. The myths of creation, tales of the deities, and legends of illustrious ancestors will be examined. The wisdom will be drawn from the Yoruba people of Southwest Nigeria to the slave coast of Brazil and the Caribbean.

CSP 630 African American Spirituality—From Antiquity to The Twentieth Century - 3cr
The course will illuminate the sources and experiences that have nurtured the African American soul. It will elucidate the prophetic role of black religious leadership in the struggle for freedom and give glimpses of the humanities through the Black experience.

CSP 631 Soul Issues in World Spiritualities - 2cr
We will explore the spiritual traditions of Hinduism, Buddhism, Taoism, Christianity, Judaism, Islam, indigenous native religions, and women’s spirituality in so far as these paths address common human issues and problems. Among themes addressed will be relationship, compassionate service and learning to thrive. We will cover the wisdom tradition with each path on an experiential level and explore how they can speak to us today.

CSP 632 Deep Ecumenism: Spiritual Traditions of the World - 3cr
We will explore the spiritual traditions of Christianity, Judaism, Islam, Hinduism, Buddhism, Taoism, and indigenous religious traditions. This will provide a basic understanding of the teachings and practices of each tradition. We will emphasize the engaged spirituality within each one and how this may be applied to modern contemporary issues. We will discuss how each tradition engages problems which we also face, such as: overcoming negative behavior patterns, addictions, stress etc. The result could be awakening to compassionate service.
Courses

CSP 633 Sophia, the Biblical Goddess of Creation and Culture - 3cr
An introduction to the biblical figure of Wisdom/Sophia in the Hebrew and Christian scriptures. This course focuses on the way contemporary feminist and ecological consciousness interact within a reading of these biblical texts.

CSP 634 The Historical Jesus as Ecological Sage - 3cr
Much of the last twenty years new portraiture of the historical Jesus places him within the first century Wisdom movements. Here Jesus is encountered as a sage who challenges social conventions and asserts the possibility of a human interdependence with the natural processes. The recent thinking of J. Dominic Crossan, Burton Mack, Marcus Borg, Elizabeth Schuessler Fiorenza, and Robert Funk provide the basis for this exploration.

CSP 635 Prophets - Yesterday and Today - 3cr
Prophets from the Judeo-Christian tradition, and other religious traditions and contemporary prophetic voices will be considered. Participants will examine the need for prophecy and the prophetic voices in their own lives, and in contemporary Western civilization.

CSP 636 Ecospirituality: Perspectives From Ecofeminism and Ecopsychology - 3cr
In this seminar we will explore our relationship with spirit and the divine through deepened engagement with the natural world. We will look to ecofeminism and ecopsychology for a better understanding of our relationship with the natural world and for ways of healing our relationship with the Earth. Our purpose is to promote sustainable and mutually enhancing relationships with and among humans and with humans and the more-than-human world.

CSP 637 Sustainable Communities: A Cosmological Perspective - 1cr
For fifteen billion years, the universe has been telling itself a story of creativity and abundance. We will translate this story into practical tools for personal and community transformation as we enter a sustainable age which has been called the "Eco-Era."

CSP 638 The New Science and Cosmology - 1cr
The new sciences of complex systems and self-organization mirror the universe's own co-creative, non-linear processes. We will explore the emergence of particles, forces, galaxies, stars, and life on earth using this rich perspective.

CSP 639 Feminist Awakening - 3cr
The history and role of women in our culture is examined from the perspective of psychology, spirituality and the arts. This course is a study of feminism; it raises consciousness and engages women in a process of exploring the sacred dimensions of their own stories, their experience of the divine and of themselves as divine.

CSP 640 Jung and Myth - 3cr
This course examines in depth the theories of C.G. Jung. It focuses on Jung’s major concepts of archetype, collective unconscious, persona, shadow, anima, omo and self. Also covered are the processes of individuation and Jungian approaches to dreams, symbols and myths.

CSP 641 A Post-Modern View of Consciousness - 3cr
Mind is much more than brain matter. The emerging science of consciousness demonstrates interactions between mind, matter, and spirit such as the physical effects of prayer and thought across large distances. This supports a holistic cosmology in which mind/spirit is fundamental to the universe as are matter/energy and space/time.

CSP 642 Cosmology and The New Science - 3cr
This course will explore the themes of The Universe Story in greater detail. Participants will learn how emerging concepts in ecology, physics, biology, chemistry, and medicine resonate with a sense of the universe as alive, celebratory, and creative.

CSP 643 Psyche, Soul and Spirit: Psychological Development & Spiritual Growth - 3cr
An exploration of the relationship between spiritual growth and psychological development. Drawing from ancient and contemporary sources for personal growth and spiritual practice, we will explore the "spiritual direction" of our lives along the paths of creation spirituality.

CSP 644 Engaged Buddhism & Liberation Theology - 2cr
Many different Buddhist and Christian base communities around the globe are participating in major alternative models of social service and community involvement. We will study the philosophical principles and training found in Buddhism by examining inherent codes for body/mind/world interrelatedness which prepare us for compassionate action. In a world of materialistic and competitive values, we will learn about the alternatives offered by Christian and Buddhist practices.

CSP 645 Buddhist Studies - 2-3cr
This course will cover the fundamental principles of Buddhist doctrine. As an overview course, we will cover the Four Noble Truths, the Noble Eightfold Path, the Five Aggregates, Kamma, Rebirth, Conditioned Genesi (Paticcasamuppada), the doctrine of No-soul (Anatta), the theories of Mindfulness (Satipathana) and the
different vehicles, the Theravada, and Mahayana systems which are the two main forms of Buddhism known to the world today.

CSP 646 The Sufis Journey to Empowerment - 2-3cr
We will examine themes of spiritual empowerment found in mystical writings from masters Sufis such as Mansur Al-Hallaj (13th century), Farudin Attar (12th century), Jalaluddin Rumi (12th century) and Omar Khayyam (10th century). In this course, we will recall the enchanting atmosphere of beauty which arose during the era of enlightenment and offered support to the principle theme of Sufis: the empowerment of the heart. These contributions became a profound legacy in the Sufis response to the cultural devastation found in the same period of history.

CSP 647 Creation Spirituality and the Daily News - 1-2cr
We will examine the top stories of the media from the perspective of creation spirituality, thinking about the difference between the sensational and the important, learning to judge what is "news-worthy," and trying to influence the media to reinvent itself by moving from the cynical to the spiritual.

CSP 648 Integrative Seminar - 1cr
The Integrative Seminar provides the opportunity for WOTS students to present their work-in-progress in a particular area of interest related to their M.A. study. Creative presentation, dialogue, and response from students and faculty are part of this weekend course.

CSP 649 The Reinvention of Work I - 1cr
This course will focus on ways in which we can re-invent the organizations we are engaged in, and in the process of doing so, re-invent ourselves. We will examine the spiritual, social and ethical implications of such re-invention, and the consequences it could have on our daily lives. We will also emphasize the ways we can implement our ideas in the workplace, internally and externally.

CSP 650 The Reinvention of Work II - 1cr
This course will focus on ways in which we can re-invent the organizations we are engaged in, and in the process of doing so, re-invent ourselves. We will examine the spiritual, social and ethical implications of this re-invention, and the consequences it could have on our daily lives. We will also emphasize the ways we can implement our ideas in the workplace, internally and externally.

CSP 651 Spiritual Psychology - 1cr
This course explores the relationship between psychological development and spiritual growth. We will consider the insights of creation spirituality, spiritual wisdom figures, and contemporary psychology as each illumines our path of psycho-spiritual growth.

CSP 652 Universal Themes in Myths and Dreams: A New Look at Jung and Sacred Narrative - 3cr
This course will explore myths, dreams and sacred narratives as they relate to the creation of meaningful and wholeness in light of the work of C.G. Jung. Alternating between presentations of sacred narratives and basic tools for archetypal analysis, the class will focus on the integration of these materials.

CSP 653 Compassion Practicum - 1cr
The Compassion Practicum is just that — the practice of compassion, living out creation spirituality. The practicum invites students to learning sites beyond the campus and in their own communities where they join others committed to justice, peace, social change, health, healing and care for our planet. Students spend 20-25 hours learning with others engaged in the restoration and transformation of the earth community.

CSP 654 Dancing Our Wisdom - 1cr
Trusting the goodness and necessity of movement and reclaiming our birthright of improvisation, we breathe, we dance, we sing, and we act from the depths of self, culture and cosmos. Rediscover the body as the language of the soul.

CSP 655 Jewish Mystics - 1cr
CSP 699 Independent Study - 1-3cr
With permission, a student may undertake a supervised study of a particular aspect of Creation-Centered Spirituality or other related topics that cannot be researched in any other fashion.

CSP 700 Wilderness Experience - 1cr
A week in the awesome California wilderness, be it Yosemite or Yellowstone or redwood forests or ocean spots, is a sure place to stir the soul and examine our relationship to the sacred universe. For the hardy this trip will include backpacking and camping. For others, a milder exposure to the elements. Readings of mystic poets will be an integrative part of this experience.

CSP 701 Process Group I - 1-2cr
All of the work and play that the program offers is directed toward awareness. Process Group(s) are opportunities to deepen our intellectual and personal journey awakened by class experiences and ideas. In the second semester this course offers time to explore the creative process of developing a Master's project.
Courses

CSP 702 Project Process Group II - 1-2cr
All of the work and play that the program offers is directed toward awareness. Process Group(s) are opportunities to deepen our intellectual and personal journey awakened by class experiences and ideas. In the second semester this course offers time to explore the creative process of developing a Master's project.

CSP 703 Creating Techno-Rituals and Cosmic Masses - 1-2cr
In this course students will apprentice with visual-makers, DJ's, techno-artists, and community-builders who are developing and putting on Cosmic Rituals in the Ritual Center at the University of Creation Spirituality. Class work will include contributing to these events and learning how to take these skills to other communities.

CSP 704 Sustainable Communities - 1-2cr
Participants will examine the intersection between environmental sustainability and social justice, looking for ways to help themselves and others improve their own health and prosperity. This course will be rooted in ecologically sound planning, design, business and lifestyle.

CSP 705 Creation Spirituality for Children - 1cr
In this class we will explore Creation Spirituality through creative processes, through art-making, music and creative writing. Classes are experiential. We will be working with young people from our local communities.

CSP 706 Spirituality and Homelessness - 1cr
This course is designed to engage participants in an informational and practical exploration of the spiritual dimensions of homelessness in ourselves, our community, and our universe. It is an effort to expand our understanding of "the ansawim as spiritual guides for our time", a central tenet of Creation Spirituality. Participants, homelessness-experienced advocates, and community colleagues in the field will co-create the course. This course will include three class forum times and a minimum of four off-site practicums.

CSP 707 Building Community Through Celebration: Youth and Creation Spirituality
In this course we will use celebration as a technique for community building by examining contemporary youth dance culture from an experiential perspective. We will use ritual, body prayer and a talking circle each class to create a safe space of communication and will work with a group of young people throughout the duration of the course.

CSP 708 Photography and Social Change - 1-2cr
This course is for students who want to discover and develop ways to use the power of photography in their lives and their work. The heart of the course will be students' use of cameras to illuminate social issues in an effort to effect social change.

CSP 709 Dreams and Social Change - 1cr
Participants are required to take their dream work skills out of the classroom and take a role in re-shaping society. Possible venues include hospices, prisons, youth correctional facilities, residential treatment centers, halfway houses, child care centers and public schools.

CSP 730 Into the Dragon Gates: Tai Chi and Mask Making - 1cr
The journey begins with Tai Chi and guided meditation for deep inner awareness and understanding. The instinctive will then be awakened through journaling, drawing and painting and allow for the creative Chi to unleash and the spirit of the psyche to transform into masks, altars, and totems. This process inspires learning from one's sacred teachers-body, mind and spirit.

CSP 731 Native American Rituals - 1cr
For tens of thousands of years Native peoples of the Americas have celebrated their place in creation and the holiness of the land through chants, sweat lodges, dances, dream-sharing, and vision quests. This course will re-experience the power of those ancient and earliest forms of worship on American soil.

CSP 732 Native American Traditions - 1cr
This course will be an experiential exploration of native American Traditions. The emphasis will be on "spiritual" practices and belief systems. Social systems and historical perspectives will be utilized to bring an understanding of the development of Native American traditions and spirituality.

CSP 733 Clay, Color and Creativity - 1cr
Clay is a primal medium of creative expression. In this course one will investigate oneself and the creative process through touching and being touched by the spiritual dimensions of expression in clay and color. A personal visual vocabulary of symbol, form and image will be developed for growth, joy and a deeper understanding of oneself and the world.

CSP 734 Art and Healing - 1cr
Art and the creative process in and of itself contains a strong healing potential. This course will explore the role of art and its relationship to the healing process. One will be put in touch with the life-affirming and empowering forces of creativity and personal expression. It will be an opportunity for art as celebration, transformation and personal healing.

94
Courses

CSP 735 Journeying With The Chakras - 1-2cr
We will explore the classical methods of working with the chakras by drawing on the ancient practices of Tantra and Kundalini Yoga that deal with the integration of sexuality and the development of consciousness. This course will help participants build their own personal spiritual discipline around the chakras in a way that is meaningful and appropriate to western culture and its psyche.

CSP 736 Shabda Yoga - 1-2cr
Shabda Yoga is a matter of inner balance and dialogue. The objective is to use sound in all its forms to gain access to the spiritual consciousness of our ancestors and explore the landscape of human consciousness. Through sacred sounds and the art and science of breath, we will recover the Divine Presence within ourselves and in nature beyond ourselves on a deeper level.

CSP 737 Singing as Meditation -1-2cr
The voice is a spiritual tool and is the most intimate expression of our true nature. The voice will serve as the vehicle to explore the effects of scales, modes and ragas as healing properties. The musical discipline will be based essentially on the music of Hildegard of Bingen, the simple and spiritually moving bhajans of Indian Devotional music and Celtic music.

CSP 738 Judy Chicago’s Dinner Party - 1-2cr
This class provides women with the opportunity to connect to women ancestors and to develop the feminine principle through personal creativity. The model for this process is the work of Judy Chicago, whose creative piece, The Dinner Party, reclaims the historical and spiritual feminine within Western Civilization. With a communal format—plates and table runners—individual participants will create together a Dinner Party unique to themselves.

CSP 739 Moving Toward Stillness - 1cr
Explore the dynamic relationship between movement and stillness. Move through active, often playful, experiences of letting-go as well as through quiet experiences of distillation. Open-ended improvisations invite each participant according to his/her own timing to enter the transformative life-dance where body and spirit are one.

CSP 740 Introduction to Group Dream Work - 1cr
An opportunity for familiarization with the basic theories and techniques for exploring and identifying the salient features of unconscious life through a focus on the dream. This will provide a basis for extensive self-exploration and increased conscious self-awareness.

CSP 741 Advanced Dreamwork - 1cr
As basic dream concepts are understood, deeper inner work emerges and mythological/archetypal images that shape our contemporary individual and collective lives are recognized and discussed.

CSP 742 Dreams and Archetypes of Authentic Gender - 2cr
The hidden dimensions of complex and difficult problems are often addressed in creative and productive ways in our dreams. This inner knowledge makes possible an understanding of the relationship between using dreams for personal growth and for the resolutions of our many social problems.

CSP 743 Creative Body, Creative Spirit - 1cr
Tai Chi and yoga teach us the wisdom of the ancestors, inner awareness and harmony of body, mind and spirit. They also tap into and release creative energies. Physical, instinctive, subtle, mixed media writing, drawing and painting transform these energies into a personal visual language of symbols and images. Writing puts discoveries into words.

CSP 744 Painting as Creative Meditation - 1cr
This course is designed to free up the creative potential within every person. It introduces the philosophy and process of creative meditation to develop technical skills essential to the art of painting, and to impart a method of meditation and ritual which are integral to self-expression.

CSP 745 Dancing Sacred Texts - 1cr
The sacred texts needed for our times will be given a stage so that the body can process and make the word flesh in community. This is a way to experience the quest for knowledge and to do research in a far more accessible and engaging manner.

CSP 746 The Sacred Wisdom of the Artist: Theo-Kinetics - 1cr
Trusting the goodness and necessity of movement and reclaiming our birthright of improvisation, we breathe, we dance, we sing, and we act from the depths of self, culture and cosmos. Rediscover the body as the language of the soul.

CSP 747 The Art of Ancestral Drama - 1-2cr
This course introduces the participant to the theology, folklore and art of ancestor reverence in the traditions of West Africa with emphasis on the role of women and the variations of these rituals performed in modern times.
Courses

CSP 748 Women's Rites of Passage - 1-2cr
This course will discuss the basic components of rites of passage. It will focus on the importance of facilitating with reverence the changes that occur in a woman's life. The ritual practice of women in the West African Diaspora will serve as examples for understanding the function of rites of passage.

CSP 749 Men's Rites of Passage - 1-2cr
The rise of anger, frustration and despair that feeds the souls of young men, many of whom drop-out of school at a young age, can be affected by Rites of Passage conducted by elders who can assist the youth in their quest for a vision of inner discipline. In this course a multi-cultural leadership team will bring men together to heal themselves and to prepare them to gift younger men of the community with Rites of Passage.

CSP 750 Elements of African Ritual - 1-2cr
Descendants of West Africa provide the basic elements of today's African spirituality in Europe, Brazil, Haiti and the United States. This course will open the door to these ancient traditions and spiritual practices.

CSP 751 The Camera as Illuminator and Companion - 1cr
In this course the participant will begin to see in new ways. Gain a level of comfort with the tools and equipment of photography, view the camera as friend, expand technical skills and become more aware of the power and joy of photography.

CSP 752 Movies as Spiritual Resource - 1cr
Movies are far more than entertainment. View, study and critique selected powerful films within the theological framework of Creation Spirituality. Appreciate films as significant resources for spiritual insight, and participate in actions to encourage and challenge the movie industry to be socially responsible.

CSP 753 The Computer as Useful Friend - 1cr
Become your own graphic producer and see the computer as a useful "second self" rather than intimidating technology. The course will use Microsoft "Power Point" program which allows students to learn to produce flyers, announcements, bulletins, newsletters, etc.

CSP 754 Drum Time, Dream Time, Drama Time - 1cr
Combine the sacred arts of traditional African Drumming with contemporary group/dream work in order to return the drum to its rightful place as a tool for inner exploration. Each participant will weave their soul story and eventually personalize an element into a mask.

CSP 755 Dances of Universal Peace: Dancing & Singing for Community - 1-2cr
The Dances of Universal Peace is a form of sacred circle dancing and singing which nurtures the community and the individual. Simple folk dance movements set to mantric singing from a variety of traditions form a living mandala. The expressive arts will be called upon to explore and clarify our experience.

CSP 756 Massage as Meditation - 1cr
Deepening reverence for the body through basic massage techniques sets the context for this course. Participants are encouraged to use the activity to explore their relationship to Self, Other and the Universe with touch as the metaphor. We will be able to utilize these skills for increased awareness and integration of the physical, emotional, intellectual and spiritual lives of both giver and receiver.

CSP 757 Native American Wisdom: History, Story and Literature - 1cr
This course will explore the history of Native Americans with reference to tribes, customs and relationships to the land. The oral tradition, stories, myths, and legends are part of the course, as well as the body of helpful literature that can open to new ways of seeing and understanding creation and life.

CSP 758 Tai Chi Chuan - 1cr
Cultivate the body's internal energy of "chi" and learn to heighten its awareness. Through gentle exercises which enhance balance and agility, improve suppleness and stimulate the immune system, participants will experience a completely new way of being in and working with their bodies.

CSP 759 The Art Of Contemplative Prayer - 1cr
Prayer is an art that demands all our attention in the present moment. To achieve this level of concentration, a variety of methods can be used. To deepen the art of prayer and mystical experience, the class will focus on meditation and methods from both the East and the West.

CSP 760 Urban Shamanism - 1cr
Go on an audio and visual spiritual journey with the gifts of music, dance and art that are coming from contemporary urban street culture. From contemplative to high-energy dance, the wide variety of musical styles emerging from raves and world music provide the contours of this course.

CSP 761 Prayer Practicum - 1cr
Prayers and readings will be taken from a wide variety of the world's religions and spiritualities, such as Christianity, Judaism, Buddhism, and Hinduism, and the Celtic, Native American, Mayan and African indigenous traditions. Participants will maintain a prayer journal, will write their own prayers, and will interview people about their prayer lives.
Courses

CSP 762 Rhythmic American Poetry: Rapping for Beginners - 1cr
This course will explore the African-American originated art of rap as a form of storytelling and celebration, and a vehicle for personal, political, spiritual, and cosmological expression. Students will be introduced to the basic techniques, and explore lyric-writing and rapping in a supportive creative environment.

CSP 763 Transformational Theater as Healing Ministry - 1cr
This is an opportunity to discover myths that make up the fabric of our lives. Through the creative components of transformational theater, humor, pathos, creative movements and music, we will communicate particular stories as an expression of the principles of Creation Spirituality.

CSP 764 Ritual Theater and Creative Writing - 1cr
Finding our deepest images and truths arises by journaling, writing and expression. This course will be a hands-on task to free the artistic mind from which the writing springs. This spiritual practice is as old as human imagination itself.

CSP 765 Sculpture As Meditation - 1cr
A hands on art as meditation class using a variety of media (pencil, oil pastel, modeling clay, wood). Each student should bring pencil, sketchbook and a piece of wood to work on. Students will be encouraged to talk about the work created in class.

CSP 766 Art and Social Change - 1cr
We will examine the role of art and the artist in society with special emphasis on social change. Readings from the required books list will provide a contextual background for the class discussion. Students are encouraged to start or bring works in progress which reflect creativity, social critique and social transformation.

CSP 767 Personal and Community Rituals: East Meets West - 1-2cr
This course will draw its inspiration from the profound and well developed practices of personal and community rituals of India in view of helping participants to create and develop their own meaningful and effective rituals in the context of western culture and spirituality, particularly around the use of technology.

CSP 768 Spirituality, Diversity and Social Change -1cr
This is a gathering to view and discuss a variety of films which demonstrate the changing image of people of color, their cultures and spirituality in the American media. We will view and discuss films such as Daughters of the Dust, Sankofa and others.

CSP 769 Creating Rituals from the Jewish Tradition - 1cr
The course will address questions of community and personal authenticity by creating personal and community rituals in the spirit of the Jewish tradition of the contemporary Jewish Renewal Movement.

Dance and Movement Studies (DAN)

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

DAN 300 Beginning Movement Study - 3cr - Cara Reeser (Fall) Diane Butler (Spring) and guest presenters
This class provides an opportunity for students from various disciplines to investigate the study of movement and dance. We will practice different movement training processes including; Masmaga's Meridian Stretches, Pilates mat work, integrative alignment and strength building exercises, improvisation practice and forms derived from American modern dance traditions. The class will learn movement phrases which emphasize the development of individual presence and awareness of the dynamics of ensemble throughout the semester and share discoveries in the village of students. Beginning Movement Studies joins inner awareness and impuluses with outer forms of expressive and creative body skills. Participation in classroom activity, a mid-semester discussion paper and final self-evaluation are required. This course is open to students with no previous movement work and beginners.

DAN 310 Contemporary Dance Foundations - 3cr - Diane Butler and Cara Reeser
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. Consistent attendance, participation and intermittent reading and writing assignments are required. This course is open to students with some prior experience in dance technique.

DAN 330 Contact Improvisation - 3cr - Adwoa Lembieux
Contact Improvisation is the spontaneous dance of two or more people moving together, while maintaining a physical connection and releasing into the flow of natural movement. The class follows a general progression of contact improvisation skills such as rolling, falling, taking and giving weight, playing with momentum and gravity, discovering ledges and levels, and exploring different depths and textures of touch. We will develop these skills in individual, partner and group dances. Both beginners and more experienced contact improvisers are welcome. Consistent attendance, participation and intermittent reading and writing assignments are required.

DAN 350 Contemporary Dance Forms 1 - 3cr - Diane Butler and Cara Reeser
Continuation of DAN 310.
This course is open to students with some prior experience in dance technique.
Courses

DAN 380  Body-Mind Centering I: Foundation and Anatomy - 3cr - Margot Isman or Annie Brook
The focus of this class is the relationship between our bodies and our minds through basic patterns of movement. We will experience our own patterns through movement and guided explorations and discover means to further develop and transform movement patterns in both ourselves and others. The basis of the work will be Body-Mind Centering®, an approach to movement reeducation and analysis developed by Bonnie Bainbridge Cohen. This class includes a detailed study of living anatomy, which brings awareness to the different body systems and developmental movement, which supports alignment and integration. Students are expected to participate fully in class explorations, work three times with a partner and write a short discovery paper outside of class, read select chapters from "Sensing, Feeling and Action" or additional texts, color plates in "The Anatomy Coloring Book" and offer mid-semester and final presentations. Our study is completed during the spring term in DAN 430.

DAN 400  Contemporary Dance Forms II - 3cr - Diane Butler and Barbara Dilley
Explorations of movement and dance during this century have provided us with a rich heritage of dance forms from the modern and post-modern eras. Classes will cover techniques of contemporary dance forms as a way of knowing the body through image and sensation. Through 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. Consistent attendance, participation and intermittent reading and writing assignments are required. This course is recommended for intermediate/advanced students.

DAN 410  Dance of Africa - 3cr - Tracy Kiteya Vasquez
This course focuses on traditional dances from Senegal, Guinea, the Ivory Coast and Haiti. Class work is physically vigorous and will begin with a twenty minute warm-up based on the fundamental technique of movement isolations and twenty minutes of stretching. The remaining class time will be spent learning a specific dance. Class work is evaluated by weekly attendance, in-class participation and a final dance exam during which each student must demonstrate a learned dance. This course is open to dancers 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 430  Body-Mind Centering II: Anatomy and Kinesiology - 3cr - Margot Isman or Annie Brook
Continuing from DAN 380, the focus of this class is on further training, understanding and transformation of the principles underlying movement. This section includes further study of experiential anatomy and kinesiology (the study of the human body in motion), which includes details of the sense perceptions and musculo-skeletal system through a systems view. Prerequisite: DAN 380 or permission of the instructor.

DAN 450  Contemporary Dance Forms III - 3cr - Diane Butler and Barbara Dilley
Continuation of DAN 400. This course is recommended for intermediate/advanced students.

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-blown richness and dignity of ourselves and children. We study and practice the essentials of contemplative educational psychology in order to apply its wisdom to teaching young children. Through an exploration of the traditional Shamkhala and Buddhist approaches to working with our states of mind, 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 - Margot Isman
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
Courses

learn how we might manifest this wisdom in our teaching and relationships with children. We explore the implications for curriculum and educational environments based on our discoveries. Prerequisite: Established meditation practice, and permission of instructor.

ECE 380 Child Development and Creativity - 3cr - Mary Calkin
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 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 430, Teaching Preschool Children. Open to program students only.

ECE 480 Administration of a Child Care Center - 3cr - Gene Hooley
This course is an overview of the essentials of developing and managing a high quality early education program consistent with the Colorado Department of Social Services Rules and Regulations. We will focus on the critical issues of leadership as the art of working with people, and ways of cultivating nurturing relationships among children, staff, and parents. Specific topics will include, but not be limited to, administrative tasks (including financial management issues), policy setting, program development, and nutrition for the young child.

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 Watershed 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 500 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 wildlife 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.
Courses

ECO 510 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 discusssants 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 with: teachings about Nature from major contemplative traditions, ecological knowledge, and observations as a naturalist. This course fosters a personal encounter with the Sacred, and offers skills that are helpful in any situation of change, challenge, and stress. As a final exam, a four day weekend spent together in Nature, is a required part of the course. Details will be provided in the syllabus, as the activities on this weekend will vary. Required for Environmental Studies majors. (lab fee)

ENV 320 Ecology and Evolution - 3cr - Chuck Patterson
An introduction to the ongoing evolutionary journey of matter and energy as it manifests as life on this planet. Through classroom work and field trips to the diverse ecosystems of our own bioregion, we will investigate fundamental ecological concepts such as: energy flow, nutrient cycles, food webs, population growth, biodiversity, adaptation, carrying capacity, ecological succession, symbiosis, and interdependence. Students are exposed to general theories of physical evolution of life and genetic evolution of populations. The course explores strengths and limitations of the scientific method as an investigitative 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 "medicines". All ceremonies in this course are without fee and guests may attend. Required for Environmental Studies majors.

ENV 520 Deep Ecology in Context - 3cr - Faculty
This course is an introduction to Deep Ecology philosophy in historical and cultural contexts, including contemporary currents of thought such as ecofeminism, ecotherapy, 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)

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 this book focuses on these merger’s: (1) methods of assessing the health of the ecological self, (2) conducting ecological rituals, (3) 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 530 Environmental Problem Solving - 3cr - Faculty
This course presents both practical and conceptual aspects of addressing environmental problems. A major focus in this 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 skilful 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 Approaches to Environmental Issues - 3cr - Suzanne Duarte
Within a context of contemplative practice and deep inquiry, we will explore compassionate, democratic approaches to environmental issues; principles of mature, nonviolent activism; and the current political and spiritual landscape of the environmental movement. Personal and/or team projects will provide opportunities for personal engagement. Previous experience in sitting practice is highly recommended. Required for Environmental Studies seniors.

ENV 550 Sustainable Communities - 3cr - Bob Howard
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 - 2cr - Forrest Keetchin, 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 the entrance into the demanding MA program, and are introduced to new concepts, experiences, and activities. Continuing students debrief the preceding year and prepare for the second year. After time apart, the two classes join and spend the second half of the course as one group activity, building authentic relationships and learning from each other. (There is a lab fee for this course)

ENV 570 A Deepening of Wisdom II - 2cr - Forrest Keetchin, Anne Parker, and faculty
See above. (There is a lab fee for this course)
Courses

ENV 600 Meditation for Environmental Leaders I - 2cr - 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. Mindfulness training will be presented in the form of sitting and walking meditation drawn from the Buddhist tradition. Methods for cultivating awareness within daily life situations will be explored including those practiced in different cultures such as the Shambhala tradition, High Plains Native Americans and others. There will be group practice sessions, lectures, discussions and individual meditation instruction. 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 that 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 - 8cr - Forrest Keachin
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 Tibetan 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 Keachin, 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 - Mark Wilding
Living Systems theory will be explored for its contributions to environmental and social theory and as a model for active engagement with the critical issues of our time. Learning will center on the understanding and application of information and key concepts. The structure will be provided by six interwoven strands, each drawing upon information, theory and application: the sociocultural, the ecological, the spiritual, the political, the economic, and the personal/contemplative. Theory will be anchored in lived experience through personal and group process work, field learning in the social and natural sciences, and problem solving. Particular attention will be given to how systems of all scales transform into new systems, leading to an exploration of social and cultural change processes. Students will have responsibility for designing and working collaboratively on an original project. Open only to students enrolled in the M.A. in Environmental Leadership. 6 cr. hr. over two semesters, 3 per semester. Commitment must be made to both semesters.

ENV 631 Engaging Systems Change I: 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 Meditation for Environmental Leaders II - 2 cr - Sherry Elms
This course is a continuation of ENV 650

ENV 660 Indigenous People and Environmental Issues - 3 cr - Anne Parker
Indigenous peoples throughout the world who have retained close connection with nature are most often the people who suffer the most direct and devastating effects of environmental destruction. This course explores the environmental issues facing indigenous people in the Western US and the world. We focus on regional issues and case studies to develop our awareness of key concerns. The course encourages engagement and action with the people and issues students select as their special topic of focus. Examining the experience of indigenous peoples and the environmental devastation they experience brings us face to face not only with key environmental issues of our times, but also with a source of insight that may offer a way out of our spiral of destruction. Through examining the issues affecting indigenous peoples and their wisdom and insights we can increase our awareness, compassion, respect and ability to act.

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 toxic, raw materials, extractive industries, environmental health issues, and sacred lands issues.

ENV 680 Transforming Systems II - 2 cr - Mark Wilding
This course is a continuation of ENV 590.

ENV 681 Leadership and the Contemplative Mandate I: The Individual and Global Consumerism - 1 cr - Forrest Ketchin, Sulah Sivaraha
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 - Robert Yuhnke
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 effect 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 Berlinder
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.

ENV 730 Culture/Nature Partnership Project I - 2 cr - 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 751 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 Ketchin, 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
Practica 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 880 Master's Thesis Seminar - 3cr - Anne Parker
This course provides faculty guidance to students engaged in writing a traditional research thesis.

ENV 881 Master's Paper/Project Seminar - 3cr - Anne Parker
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 of Contemplative Education (FND)
Courses in this discipline are offered by the Foundations 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 the B.A. Advisor is required to determine the student's eligibility for prior learning credit.
Courses

FND 200 Naropa Seminar: The Boulder Bioregion - 3cr - Loretta McGrath
Like orienters we will explore the Boulder bioregion, its ecological, cultural, historical and social features. We will uncover the lore hidden in the layered map of Boulder, from the Naropa campus outward. We will get a bird’s eye view from the top of Flagstaff Mountain, walk through the foothills exploring local flora and fauna, discover Boulder’s many subcultures and find favorite gathering places. In this multi-perspectival exploration, students will have the opportunity to acclimate to this new place and explore the impact of having migrated to a new region. Student projects will link experiential explorations with demographics, interviews, historical records, and scientific findings.

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 256 Embodying Mathematics - 3cr - Dee Joy Coulter
Through the ages, mathematics has reflected our spiritual questions. Numeric and geometric patterns in nature lived in us and awakened a sense of numeracy that allowed us to create sacred architecture and ceremonial order, to compose thoughts and music, to organize time and space, and to monitor the flow of energy and events. As the field of mathematics became more abstract this sense of numeracy began to fade and the subject grew meaningless 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 350 Writer's Craft - 3cr - Candace Walworth
This writing workshop is for students interested in a rigorous weekly workout with language. We engage the full range of writing activities, from spontaneous composition to careful editing. As a class, we will write together, read together, then go home and write some more. We'll start slowly, exploring our own language with beginning mind: what captures 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 manuscript of polished prose.

FND 351 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. You'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 350, The Writer's Craft.

FND 370 Metacognition Seminar - 2cr - Loretta McGrath
This course is a sequel to Cognitive Studies. In the beginning of the course we will examine Paul MacLean’s triune brain model, exploring the attributes and intelligences of the reptilian brain, the limbic system, and the neo-cortex through personal exploration, observation, and contemporary film. We will then venture into an exploration of the ways we use language. We'll explore authentic speech, persuasion and argument, and indigenous forms of discourse. Finally, students will examine the thinking involved in exploring life processes. Choosing a natural life process to investigate, students will create a community peace project from their insights and scholarly research.

Horticulture (HOR)
Courses in this discipline are offered by the Environmental Studies Department.

HOR 499 Independent Study - 1-3cr - Faculty

HOR 500 Landscape Design for Sustainability - 3cr - Jim Zarke
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 - Eric Johnson
An introductory course on organic vegetable gardening. Topics include are garden ecology, plant selection, garden design, composting, plant propagation, and crop rotation.

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

IAR 340 Studies in Improvisation - 2cr - Diane Butler and Mike Vargas
Studies in Improvisation provides a basis for InterArts studies through exercises and discussions focused on the development of awareness, spontaneity and playful but disciplined creativity. The course will be collaboratively taught by choreographer Diane Butler and composer Mike Vargas. Undergraduate students are invited to explore the myriad possibilities generated through improvisational structures in diverse media. Participants will develop techniques for observation and for making creative decisions quickly, appropriately and with confidence. Solo and ensemble investigations and weekly readings support the emergence of a personal creative vocabulary while providing fundamental concepts and skills for collaboration. This is a basic skills course and is open to all undergraduate students.

IAR 355 History and Contexts of Contemporary Arts: Contemplative Perspectives - 2cr - Steven Taylor, Barbara Dickey and Guest Faculty
This course will be a team taught, interdisciplinary survey of the contemporary arts of the 20th century Western experience with an emphasis on investigating the creative process. We regard the arts as consisting in dynamic constellations of persons, ideas, and practices, so that rather than seeing the artist as an isolated individual genius, she is regarded as a point of convergence on a dynamic grid, a location in a lineage network. Contemplative disciplines developed and practiced by artists will be explored both as the cognitive training fundamental to art praxis and in the more specialized sense of mindfulness/awareness meditation. Both sections will include an examination of the theories and practices of artists in music, theater, dance, visual arts and interdisciplinary performance. Class discussions will include an emphasis on developing a vocabulary for defining the creative process with a recognition of the contemplative aspects of creativity. The dance module satisfies the dance history requirement for the Dance Therapy Track in the B.A. InterArts Studies. Experience in creative process is recommended.

IAR 360 History and Context of Contemporary Arts: Contemplative Perspectives - 2cr - Steven Taylor, Barbara Dickey and Guest Faculty
This is a continuation of IAR 355. The emphasis will be the last half of the twentieth century. Chogyam Trungpa Rinpoches said nobody can create a perfect work of art or understand a perfect work of art without understanding the practice of meditation. He also said that Beethoven, Mozart and El Greco all practiced meditation. Is there a difference between Trungpa Rinpoche's dharma art and what aesthetic theorist Theodor W. Adorno calls genuine art? Each meeting will feature a presentation on the work of an artist or a group of artists. Historical and critical perspectives will be explored via readings in art history and criticism. Class discussion will include an emphasis on developing a vocabulary for recognizing both the historical and contextual relationships in the creative process. See description of IAR 355. Experience in creative process is recommended. The Dance History requirement for the BA Dance Therapy Track is fulfilled in IAR 355.

IAR 370 Theater Design and Production - 2cr - TBD
"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. Students will discover and develop the basic principles of theater design within a series of five class studies. 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 set or set design for a work in the Student Arts Concert, or filling the rule 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.

IAR 380 Creative Process: Improvisation - 3cr - Diane Butler and Mark Miller
Students explore improvisation as a path towards interpersonal and creative expression. Class work includes physical and vocal warm-up, provisional exercises, guided meditation, and regular solo and group performance in class. We will practice improvisation as an awareness discipline and medium for generating material for dance, theater and music performance. This course is co-taught by InterArts Faculty. Open to InterArts Studies and Interdisciplinary Studies students with arts emphasis.

IAR 410 Creative Process: Guest Artist - Dharma Art - 2cr - Diane Butler, Bill Scheffel, Kimiko Snyder, Lisa Stanley and Guest Presenters
Dharma Art is a contemplative training which connects us to the truth of experience through the expression of unconditional beauty. The program cultivates the path of the warrior-artist, a world where keen aesthetic
Courses

IAR 429 Creative Process: Composition - 3cr - Barbara Dille and Lee Worley
This course offers interdisciplinary perspectives on the generation of material for performance. We will work with structure and form as a means for clarifying artistic vision and exploring composition as a creative and expressive discipline. Students are encouraged to experiment with the full range of artistic mediums including movement, text, music, costume, sets, and environment. Explorations will be based on individual and collaborative activities and culminate in final performances. This course is co-taught by InterArts Faculty. Prerequisite: IAR 380, Creative Process: Improvisation.

IAR 430 Creative Process: Performance Studies - 3cr - Diane Butler, Barbara Dille and Steven Taylor
This course is a senior seminar for InterArts Studies and Interdisciplinary students with an emphasis in performance and prior experience with performance. It is designed primarily to support students who are preparing work for performance through non-performance projects in research, pedagogy or other topics may be appropriate. Students are required to engage in independent studio time as projects begin to evolve. Works-In-Progress showings offer constructive feedback and critique from faculty and peers. Students will also develop performance related seminar topics for discussion in class. Projects may be presented in departmental Works-In-Progress, Coffehouse, Salon, Arts Concerts, Garuda Theater, or other venues. Prerequisite: IAR 380, IAR 420 or equivalents. Prerequisite: IAR 380, IAR 420 or equivalents.

IAR 450 New Repertory: Performance Project - 2cr - Barbara Dille
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 499 Independent Study - 1-3cr - Faculty

IAR 503 Contemplative Dance Intensive: Not Two and Not One - variable - Barbara Dille
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 consciousness. 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". Students should have previous experience in meditation practice and movement studies. Grading is on a Pass/Fail Basis.

IAR 506 Contemplative Dance Practice: Body/Mind Awareness - 2cr - Barbara Dille
Contemplative Dance Practice joins the disciplines of sitting meditation with practices from contemporary dance improvisation and movement studies. Cultivating "Kinesthetic delight," being "willing to come back" to the present moment and "respect for the village," underlies 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 five weeks. Sessions include sitting meditation, personal awareness practice, "open space" (working in space with others) and group discussions. Students should have previous experience in meditation practice. Grading is on a Pass/Fail Basis. Advanced study in this practice is offered in IAR 503 Contemplative Dance Intensive: Not Two and Not One.

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.
Courses

LTC 580 Death and Loss as Opportunities for Healing - 2cr - Victoria Howard and Guest Faculty
This course is a collaborative effort of Naropa faculty and Hospice of Boulder County, weaving together Hospice's volunteer training and contemplative approaches to attending the dying person. Through experiential exercises, lecture, film and class discussion, we will explore our own attitudes and experiences of death and dying, examine cultural differences with regard to these issues, and acknowledge death as the common ground of healing for both individuals and community. This course is required of all Gerontology and Engaged Buddhism students. It is open to others by permission of the instructor. Community professionals and those interested in working with the dying are encouraged to take the course.

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.

LTC 610 Concepts of Management: Practical Applications of Leading and Working in Teams - 2cr - Robert Atchley
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 communication 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 Cornarius
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 these 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 builds on the learning developed in the classes, "The Psychology Tasks of Aging" and "Communication: Opening to Others." We will continue our study of contemplative practice as it relates to creating healing environments. Principles of therapeutic community, interdisciplinary teams, and group dynamics will be presented and discussed. Students will 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 an elder. Prerequisite: LTC 600 or REL 602.

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 Jarabek
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. Prerequisite: LTC 620.
LTC 670 Health Care Policy - 2cr - Robert Atchley and Guest Faculty
This course offers an overview to health care and long-term care policy, with an emphasis on current issues affecting costs, access and quality of care, and proposals for health care reform. The course also provides an overview to the regulatory structure in long-term care, with emphasis on understanding the Nursing Home Reform Act.

LTC 680 Revenue Sources and Reimbursement - 2cr - 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. Prerequisite: LTC 650

LTC 699 Independent Study - 1-3cr - Faculty

LTC 700 Program Seminar - .5cr - Faculty
This course will help students further explore their experiences 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 - .5cr - 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 Katmann and Lucien Wulsin
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. Prerequisite: LTC 630 and LTC 680

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 personnel recruitment and selection practices, staff training and development, employee communications, performance, planning and appraisal, employee health and safety, labor relations, compensation, benefits administration, and counseling and disciplining staff. Students also explore 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. This course is taken concurrently with the AIT internship.

LTC 750 Legal and Ethical Environments of Long-Term Care - 2cr - Fred Metes, 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, corporation 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 - Elizabeth 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 - 1.5cr - 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
Courses

students at their internship sites. Specific techniques are offered for organizing student observations and descriptions of administrative, organizational, and therapeutic activities.

LTC 880 Administrator-In-Training Internship - 1-12cr - James Emery and Kathy Numan
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 option the student selects: 20-month option: 3 credits; 16-month option: 4 credits.

LTC 880 Master's Paper Seminar - 1cr - Robert Atchley
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.

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 cassette tapes of highlights from the history of music.

MUS 350 Listening to Jazz - 2cr - Mark Miller
Open to all students, this course 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 scales, rhythm and chord change, rhythmic subdivision, hearing intervals, hearing and resolving dissonance, hearing the top, bottom, and middle of chords and identifying chord colors.

MUS 505 Balinese Gamelan Orchestra - 2cr - I Made Lasmatan
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, gong, 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 508 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 Zep 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. Students will perform in the final Music Arts Concert.

MUS 610 Ear Training II - 3cr - Mark Miller
This is a continuation of MUS 500. Additional topics include four-part writing, harmonic analysis, and the church modes. Prerequisite: MUS 500 or its equivalent.

MUS 515 Music of Africa - 3cr - Robert Hall
This is a drumming course that focuses on the history, fundamental techniques, language and traditional rhythms of the Djembe and Djyn Drums 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
Courses

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.

MUS 533 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. No previous musical experience is necessary.

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 Vajrayacharya 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.
Courses

Native American Studies (NAM)

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

NAM 490 Independent Study - 1-3cr - Faculty

NAM 500 History of the Western US: Native American View - 3cr - Eagle Cruz and Faculty
This course will explore several native cultures that inhabited the Boulder/Denver area from pre-contact through the present day. We will attempt to understand how the people already living on this continent saw the arrival of the Europeans. Through the contrast between the familiar European view, usually called "history", and indigenous perceptions we will attempt to understand how the indigenous view could guide us towards sustainability of life in this region.

NAM 510 Earth Circles and Traditional Wisdoms - 3cr - 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. This course is offered every other year.

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.

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 Western Psychology - 2cr - Lou Stenger
Offered by the Contemplative Psychology (B.A.) Department.
This course is an introduction and overview to the various Western Psychological Theories. Emphasis is on View, Goals, Strengths and Weaknesses, and Therapeutic Approaches. An Important intent is to explore major concepts in Traditional Western Psychology.

PSY 326 Introduction to Dance/Movement Therapy - 2cr - Nicol McCough
Offered by the Interarts: Dance/Movement Studies Department.
This is an introductory course designed to give students a basic understanding and overview of the history and theory of dance/movement therapy as well as the roots of somatic psychology. Early somatic psychology contributions made by shamanic traditions, Jung, and Reich are explored as well as the practices of the founding mothers of the field of dance/movement therapy. This course combines traditional didactic teaching with experiential movement activities through which personal process can be explored.

PSY 330 Introduction to Jung - 2cr - Lara Newton
Offered by the Contemplative 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 344 Introduction to Transpersonal Psychology - 2cr - Marvin Casper
Offered by the Contemplative Psychology (B.A.) Department
Study of efforts to integrate Western psychology and psychotherapy with a spirit view in the works of Wilber, Maslow, Jung, Assagioli, Graf, and Buddhist psychologists. We will explore themes such as: meditation and psychotherapy, karma, spiritual issues in psychotherapy, models of consciousness, paths to enlightenment, and transpersonal ecology, sociology and psychotherapy.

PSY 350 Humanistic Psychology - 2cr - Christine Denning
Offered by the Contemplative Psychology (B.A.) Department
This is a survey course of humanistic psychology and 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 - Johannah 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: Embodying Awareness - 2cr - Elena Giuliani
Offered by the InterArts: Dance/Movement Studies Department
Embodying Awareness introduces Somatic Psychology as the practice of making meaningful connections between emotions and the movements and the structure of the body. The course is designed to give students a new awareness of and relationship to our bodies. Observation techniques and experiential anatomy provides the basis for working with body-oriented psychological process. Body/self awareness, the development of body image and the means for working with body metaphor and symbolism will be explored through creative process and guided explorations. Students are encouraged to apply their experiences to their daily lives.

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 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 380 Introduction to Jung or permission of the instructor

PSY 455 Dynamics of Intimate Relationships - 2cr - Lynne Foote
Offered by the Contemplative Psychotherapy (BA) Department
This course explores intimate relationship 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 469 Introduction to Nutrition and Herbsology - 2cr - Sue Evans
Offered by the Contemplative Psychology (B.A.) Department
The purpose of the course is to introduce students to the principles of using herbs and nutrition to maintain and improve one's health.
In the herbal studies, the class will discuss the properties of herbs, tonic herbs, and herbs for different organ systems of the body. An emphasis will be placed on herbs that can be used for prevention. The class will focus primarily on Western herbs and more specifically on the herbs of the Rocky Mountain west. Information on sources of herbs will be provided along with a discussion of the wildcrafting of herbs to ensure their preservation. Information on the preparation of herbs will also be provided. Depending on the time of year and the interest of the students, we may also include an herb identification walk or a trip to the arboretum at C.U.
The nutrition part of the class will cover the concept of conscious eating and food enjoyment, nutrition basics, daily nutritional requirements and what foods contain what nutrients; green foods, food combining; and foods that support specific organ systems.
The nutritional and herbal portions of the class will be integrated with each other as appropriate.

PSY 472 Presence: Voice and Sound - 2cr - Paul Oertel
Offered by the Contemplative Psychology (B.A.) Department
This course focuses on one's essential voice, and how the voice is given the form that allows it to be heard. What is it that we are each wanting to say and what is the venue that allows our truths to manifest? Whatever our chosen form, what is the specific style and manner of each individual's unique way? The class is presentation oriented, with students bringing to class regular showings, such as poetry, a dance, a song, a painting, a story, a piece of music, or words from a journal. By listening and being heard we study the art and discipline of personal expression, how the personal connects to the universal, and how self extends to and informs community.
Courses

Through our expression, we come to more fully know ourselves, and in the knowing of self we find the insight that allows us to come to harmony and healing within ourselves, and to extend that healing to helping others.

PSY 465 Visual Arts: Imagery in Healing - 2cr - Bernie Marek
 Offered by the Contemplative Psychology (B.A.) Department.
The purpose of this workshop is to explore the role of visual arts processes, image, dialog, and enactments in relation to using contemplation and imagery in healing. Through a contemplative/mediative format, we can appreciate that directing our mind, emotions, and sense of environment to the "matter at hand" is our ground for well-being. When we are receptive, playful, and willing to let go, and when we join heart with intellect, we can touch one of our deepest healing resources — the image. The image is the clear lens through which we can view, affect, and befriend life more genuinely. The image is the stuff of the imagination. It acts upon our physical being, our cells, our tissue, and our organs; it expresses our body's wisdom. Exercises incorporating painting, drawing, and clay work are viewed as pathways in which to embrace, develop, and express our unfolding moment-to-moment imagery. Finally, we incorporate the sharing/healing circle, the age-old container in which acceptance and gentleness are cultivated.

PSY 476 Dance/Movement Therapy: Current Topics - 2cr - Barbara Cargill
 Offered by the InterArts: Dance/Movement Studies Department.
This class is an opportunity for students to experience and learn about many different styles and practical applications of dance/movement therapy. The focus on this course will be on how dance/movement therapy is practiced in the world today and how to creatively use dance/movement therapy alone or in combination with music, art and drama. "The Helping Relationship" will be a focus and students will be expected to volunteer work 1-2 hours per week during the semester. The class will be a combination of traditional and experiential learning. Some applications to special populations will be explored.

PSY 479 Topics in Contemplative Psychology - 3cr - Faculty
 Offered by the Contemplative Psychology (B.A.) Department.

PSY 482 Senior Seminar I - 2cr - June Carpenter-Cohn and Bill Scheffel
 Offered by the Contemplative Psychology (B.A.) Department.
This seminar occurs as a Fall/Spring sequence in which each student learns to refine the ability to question, research, and integrate material, as well as express his or her understanding 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 researches 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 - June Carpenter-Cohn and Bill Scheffel
 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 487 Contemplative Psychology II: Compassionate Outreach - 1cr - Marvin Casper
 Offered by the Contemplative Psychology (B.A.) Department
Students will further explore compassionate action through a fieldwork assignment. A weekly class will provide support and supervision.

PSY 499 Independent Study - 1-3cr - Faculty

PSY 500 Jung and the Gnostic World View - 1cr - Eleanor Alden
 Offered by the Transpersonal Psychology (M.A.) Department.
This class will look at the Gnostic Gospels as descriptions of archetypal patterns, and symbolic descriptions of the individuation process as Jung understood it. The Gnostic branch of early Christianity was an introverted form of early Christianity which was declared heretical, but has continued to resurface time and again throughout the last 2000 years. In the last 50 years many of the original writings were discovered in Egypt, and Jung was given some of the original codices, becoming extremely excited by the writings of people who described in symbolic language their view of the psyche, patterns which resonated with his own views. Modern Gnostics including Jungian Analyst June Singer, have used the richness of the ancient texts to develop a uniquely new version of Gnosticism which has its place among the diversity of spiritual practices in today's world.

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 505 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, Janet Adler and other founders of Authentic Movement.

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. We work with understanding how subtle linguistic processes and alternative metaphors can provide the means for releasing ourselves from deeply ingrained patterns. This course includes demonstrations of indirect hypnotherapy, as well as discussions and practice of specific uses of language and metaphor.

PSY 507 Wilderness/Adventure Therapy - 1cr - Nicol McGough
Offered by the Somatic Psychology (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 where to get additional training.

PSY 508 Embodiment Process and the Individual - 2cr - Susanne 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 556, Embodiment Process/Group.

PSY 512 Buddhist Psychology II: Maitri and Compassion - 3cr - 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 room 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 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 Ramsey, Al (A. H., Almass), 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.

PSY 515W Process Painting and Meditation - 1cr - Bernie Marek
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, unpretentious, playful, and deeply meaningful way. Whatever arises—our strategies, judgments, comparisons, doubts, and our momentary successes—reminds us of the 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 (M.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 fully embrace each moment, encouraging body, mind and spirit to come together to meet each challenging new step. Students will practice the art of being present, moment-by-moment, as they climb. They will be encouraged again and again to return to the immediate moment of their experience. Here they
Courses

will have the chance to experience the grist for 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 patience and commitment.

PSY 517W Experiential Multiculturalism - 1cr - Cheryl Dixon and Faculty
Offered by the Contemplative Psychology (B.A.) Department.
This class is designed to allow participants to try on another persona in order to uncover and become aware of one's own thinking and biases. Using exercises, guided meditations and homework assignments, the class will allow participants to view themselves as "other." The course will take place over two Saturdays allowing a week in between to accommodate field assignments.

PSY 520 Psychology of Wilderness Experience - 3cr - Jed Swift, Jessica Zeller & Scott Zeller
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 encounter means coming to know the extraordinary in the ordinary, the gift of the present moment, and it fosters this awareness in your everyday experience. 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.
Each moment can be a source of richness and health if it is perceived with spontaneous awareness. Yet, in the stress of busy, noisy, hectic lifestyles, we can all too easily lose touch with this direct experience of our humanity. Mindfulness meditation—the art of "coming home to ourselves"—is both a way of restoring our connection to the vitality of life, and a way of developing a healing presence for work with others. An ancient practice, it can be applied to even the most modern everyday activities, such as returning phone messages or getting stuck in traffic. This group retreat, appropriate for both beginning and experienced meditators, includes sitting meditation, yoga, pen-and-ink calligraphy, and outdoor walking meditation as methods of cultivating moment-to-moment awareness. In addition to lectures and discussions, individual instruction will be provided. Prerequisites: PSY 521 Psychology of Meditation I, or permission of the instructor.

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 anima and animus, 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 525 Music Therapy 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 J - 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 Tera. 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." The course includes readings, lectures, discussions, and experiential exercises.
Courses

PSY 529 Hakomi Integrative Somatics: Resolving Trauma - 3cr - Pat Ogden
Offered by the Contemplative Psychology (B.A.) Department.
The effects of unresolved trauma impact both our psychological well-being and the physiological systems of the body; Hakomi integrates many elements of Trauma; events call forth a particular set of responses from the instinctual brain, and often evoke a profound dissociative process (Called the "freezing response"), which can have long-term debilitating repercussions. In this class, we will explore the psycho/physiological effects of trauma, study interventions for effective reassociation to the body, for resolving post-traumatic stress, and for re-instating the various resources lost in the wake of trauma.

PSY 530 Journey to the Source I - 2cr - Deborah Bowman
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
Canoeing is one of North America's rare contemplative sports. We have the opportunity on this 7-day river course to create an engaged community of self, other and the natural world. Drawing from the disciplines of meditation, yoga, group process, ecopsychology and poetry, we shall practice awareness focused on the "body of the earth", of which we are an integral part. This wisdom of Lao-tzu and other contemplative masters are shared to spark our conversations and reflections. Attention to skill, cooperation, safety and the dynamics of the river guides the canoe instruction. No experience is necessary.

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 symbolic systems. Attention is directed to the fairy tale as an aspect of Jungian study. Prerequisite: PSY 330 or PSY 622.

PSY 536 Hakomi Integrative Somatics 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 those 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 Transpersonal Counseling Psychology (M.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.
For thousands of years and across the world shamans have used drumming to enter an altered state of consciousness called a shamanic journey. This journey is undertaken to find healing for oneself, others, and the land. In this course we explore the anthropology of shamanism and learn the methods of shamanic journeying. We examine shamanic views on 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. Please refrain from 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 process. 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 uses music, vigorous breathing, bodywork and mandala drawing to access and integrate deep levels of the psyche. 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 Grof as well as alchemy, tantra, shamanism, and Christian mysticism, we will look at contemporary psychological crises 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.
Courses

PSY 543 Human Sexuality/ Birth to Therapy - 2cr - Daphne Chellos
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
Too often, sexuality suffers the same fate in therapy as it does in our culture: it is hidden, not to be discussed, treated as irrelevant, and it makes us uncomfortable. During this course, we examine issues that clients might bring to therapy, consciously or unconsciously. We start by looking at what we as therapists bring to our work and explore personal and cultural aspects of sex, touch, intimacy, passion, the body, erotics and pornography, developmental issues, alternative lifestyles, transpersonal elements, and more. Guest speakers are included.

PSY 544 Maitri Space Awareness and Art - 2cr - Bernie Marsh
Offered by the Transpersonal Psychology (M.A.) Department
This course is an introduction to the principles and practice of Maitri Space Awareness. Maitri Space Awareness rests upon an ancient wisdom tradition which appreciates the world in terms of five archetypal energetic principles that manifest in all phenomena—the five elements, color, human behavior, weather, landscapes, the seasons, music, etc. Joining the art experience with Maitri practice offers us the opportunity to heighten our sensitivity, open our heart, and refine our perceptions as to how these energetic principles shape and color our responsiveness to others and our environment. We will familiarize ourselves with these energies, glimpsing them both in their confused and awakened qualities. We will examine how they manifest in ways which constrict and solidify experience, thus limiting perceptions, and appreciate them as expressions of an inherent wakefulness which promotes greater openness, connectedness and authenticity.

PSY 546 Tibetan Medicine I - 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 II - 2cr - Gary Mueller and Bob Wing
Offered by the Contemplative Psychology (B.A.) Department.
This course is a continuation of PSY 528.

PSY 551 Ecopsychology - 2cr - Darion Gracen
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 numinosity; some appear to be "patricrachal" today, and therefore suspect. Yet powerful and relevant images of sacrifices, heroic journeys, sibling rivalry, betrayals and other motifs abound. We will examine the stories to remove their "patricrachal 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 Dance - 2cr - Barbara Cargill
Offered by the Somatic Psychology (M.A.) Department.
This course supports the process of dancing and moving from a deep body centered place. Individual and group improvisation based on body themes and exploration of ancient sacred cultures, fantasies, and dreams will be explored.
Courses

PSY 558 Embodying Process/Group - 2cr - Suzanne Marie
Offered by the Contemplative Psychology (B.A.) Department.
This class continues from PSY 558. Using our individual practice of embodying process as a base, we begin to examine personal processes, including our experience of relational relationships. Culturally, we are dealing with a great deal of confusion and struggle between individual needs and group needs. Coming back to our immediate bodily experience can be a way of clarifying these 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 Lovino
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
Addictions are 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 impatient and out-patient treatment are discussed. We explore the contributions, as well as the strengths and weaknesses, of 12-step other self-help recovery groups. We also investigate the interpersonal relationship 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 561 Biblical and Essene Archetypes - 1cr - Eleanor Alden
Offered by the Transpersonal Psychology (M.A.) Department.
This class will look at stories and myths from the Old Testament, and Essene texts as descriptions of archetypal patterns in the psyche. These stories have impacted generations of people for thousands of years, and for many, they have lost their numinosity; some appear to be staunchly "patriarchal" today, and therefore suspect. Yet powerful and relevant images of sacrifice, heroic journeys, sibling rivalry, betrayals and other motifs abound. We will try to examine the stories, remove their "patriarchal "persona," to find the open, the patterns of the psyche's journey, as well as try to see the holographic way the individual development is repeated in cultural development.

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 individualization—toward the gold in the personal.

PSY 563 Jung, Dreams and Creative Expression - 2cr - Deborah Bouman
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 dreams 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.

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 integration 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 Chinese Energetics and Body Psychology - 2cr - Marlo Brookes or Bill Tara
Offered by the Contemplative Psychology (B.A.) Department.
In this course we will explore the Law of the Five Elements and the system of medicine connected with it; the ancient "System of Kings." The ancient Chinese valued our body, mind and spirit as inseparable from the world of nature around us. They felt that the same cosmic laws that apply to nature apply to us; that if we observe nature closely enough we could find the cause of any affliction of body, mind or spirit. The class will be a healing journey in itself; we will be working closely with our current state of physical, mental and spiritual health and developing tools and skills to help us improve our personal and interpersonal environments at every level. Each class will include a lecture and discussion as well as hands-on exercises to help us bring this material to life. We will be working toward personal transformation of body, mind and spirit. One can expect to experience a definite change in one's attitude and life by the end of the course.

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
Courses

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 569 Survey of Art Therapy - 2cr - Michael Franklin
This course is intended to provide a detailed survey of the field of art therapy. A wide range of topics will be covered, offering broad-based exposure to the theory and practice of art therapy.

PSY 571 Personality Theories - 2cr - Faculty
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 575 Taming The Wild Horse: Working with Emotion Through Meditation-2cr - Dale Astraei
Offered by the Transpersonal Counseling Psychology (M.A.) Department
"My mind is so wild—I can't meditate! "Will meditation make me lose my emotions?" How to work with the range of emotional states in meditation is often confusing even for experienced practitioners. This five-day residential group retreat is designed to develop skills in bringing emotion to the path of meditation. It is especially applicable for people working in the helping professions who are looking for ways to deepen their experience of compassion for themselves and others. The program will include "sanding and taking" (tonglen) and mindfulness meditation, periods of silence, meditative eating, outdoor walking meditation, and contemplative interactive exercises. There will also be lectures, discussions, and individual meditation instruction. Pre-requisites: "Touching the Moment: Mindfulness Retreat", weekthun, vipassana intensive, sesshin, or permission of the instructor.

PSY 576 Hakomi Integrative Somatics II - 3cr - Pat Ogden
Offered by the Contemplative Psychology (B.A.) Department.
This class expands upon the principles and techniques taught in Hakomi I. Students have the opportunity to learn and practice a five-step therapeutic model, which includes creating a therapeutic container, listening for core experience, facilitating self study, encouraging the unfolding process and supporting integration. Specific Hakomi techniques for each step of the process are taught. Teaching methods include lectures, discussions, demonstrations, practice vignettes, video review, outside readings, and written assignments. Pre-requisites for this class is completion of PSY 536 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 Rugenstien & David Rugenstien
Offered by the Contemplative Psychology (B.A.) Department.
Music is a powerful tool for promoting positive change on physical, psychological, emotional and spiritual levels. Experiential and theoretical work with music as non-verbal interaction, music-evoked imagery, and expressive improvisation provide participants with a basis for using music as a modality for personal growth and integration. No previous musical training is required.

PSY 582 Annual Transpersonal Counseling Psychology Conference
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
Each summer, the Transpersonal Counseling Psychology (M.A.) Department offers a one-weekend conference featuring leaders in transpersonal psychology. Previous conferences have focused on the state of the art in transpersonal psychology, ecopsychology, psychotherapy and contemplative practice, initiation, and community and have included such esteemed faculty as Frances Vaughan, Roger Walsh, Laura Sewall, David Abram, and Maldome Scme. Topics and faculty vary from year to year.

PSY 586 Tibetan Medicine II - 2cr - Phil Weber
Offered by the Contemplative Psychology (B.A.) Department.
Tibetan medicine is traditionally taught as a 40-60 hour per week four-year course. Initially Tibetan medical students memorize the four basic medical tantras, specifically number one, number two and number four. Then they go on to more clinical training in tongue, urine, and pulse diagnosis, history-taking, and then to prescribing treatments, including right behavior, proper diet, herbs and acupuncture. The Tibetan Medical II course will study more directly from the four medical tantras. After learning a good knowledge base students will go on to more direct training in tongue, urine and pulse diagnosis, as well as prescription of various treatments, especially diet and behavior. The goal is to further clarify a personal Tibetan medicine care system for the healer and to begin to apply Tibetan medicine to others. This would include precipitations in the Tibetan Medicine Clinic here in Boulder. Proposed syllabus topics for the fall 1998 Tibetan Medicine Course include mind and its relationship to disease, the importance of mind training, clarifying one's own and others constitutional types, compassion in the healer, the four immeasurables, the cause and condition of disease, especially understanding fever from a wholistic perspective. Tibetan tongue and eye examinations, Tibetan principal workshop I and II, Nutrition and Tibetan medicine and other topics depending on the interest of the students and time considerations.

120
PSY 586  Jin Shin II - 2cr - Stephanie Mines
Offered by the Contemplative Psychology (B.A.) Department.
This course is a continuation of PSY 526.

PSY 587 Expressive Arts: Working with Others - 2cr - Alexandra Shenpen
Offered by the Contemplative Psychology (B.A.) Department
Movement, sound, words and visual art can be agents of communication and human relationship. The purpose of this class is to give students who have found expressive arts to be a healing medium in their own lives to practice extending that opportunity to other people. Students will work with each other in class through a variety of media, engaging basic principles inherent in any healing encounter. Students will develop a vocabulary of possibilities to which they can bring their own intelligence and ideas. Field work assignments will elicit and deepen insight, sensitivity and respect for the arts and the healing relationship. Realistic expectations come from actual practice. Familiarity cultivates confidence, spontaneity, honesty, humility and trust in one's own empathic and creative potential. Making mistakes becomes part of the learning experience.

PSY 594 Dynamics of Field Therapy: Spinning the Wheel of Human Nature - 2cr - Steven Foster and Meredith Little
Offered by the Transpersonal Counseling Psychology Department
This course is an experimental exploration of four dimensions (or "shields") of nature and human nature: the physical (summer), psychological (fall), rational (winter), and spiritual (spring). Morning meetings demonstrate and elucidate each of these dimensions. Afternoons consist of solo experiences in a natural setting examining each dimension. Evening meetings are for story telling and demonstration of the dynamics of mirroring. This course exemplifies and examines an experimental, field-based approach to ecopsychology. It will be held in an outdoor setting near Boulder.

PSY 600 Child Development - 2cr - Duesy Freeman and Diana 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-Then 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 Alden
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
This course lays the foundations for understanding Jungian psychology, its history and development as influenced by the personal lives of Carl Jung, Freud, and others in the atmosphere of the first half of the 20th century. Emphasis is on the practical application of Jung's theories, both in one's personal life and professional work. We look at Jung's ideas about the structure of the psyche, the flow of psychic energy, complexes, archetypes, the collective unconscious, typology, and the ways a therapist can assist or deter the psyche's natural tendency to heal itself.

PSY 604 Art Therapy Skills I - 1cr - Michael Frankin
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
This studio lab closely parallels the content covered in History and Theory of Art Therapy (PSY634). Practice with various art therapy techniques and art media will be covered in detail. Application of theory is addressed through the investigation of art based interventions that support the formation of a productive therapeutic relationship within the context of various theoretical models. Students will integrate counseling skills and awareness practice with art therapy techniques throughout the semester.

PSY 605 Counseling Relationship I/Music Therapy: Lifestyles and Career - 3cr - Laurie Rugenstein
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.
Courses

PSY 606 Movement Therapy Skills I: Working With Individuals - 2.5cr - Christine Caldwell
Offered by the Somatic Psychology (M.A.) Department.
Using direct experiences to develop clinical skills, this class will introduce the basic forms and practices of facilitating body and movement-centered therapy sessions with individuals. Using 'Caldwell's Moving Cycle', students will learn how to facilitate awareness, responsiveness, appreciation and productive action in a one-on-one format. Students will also practice working with resistance, character structure, energetic charge and therapeutic transference/counter-transference. Coursework will also include in-class supervision, practice labs, relevant readings and a culminating paper which articulates the students emerging clinical interests and preferences. Prerequisite: For Somatic Psychology students only.

PSY 607 Clinical Process: Assessment Through Intervention - 2cr - Ryan Kennedy
Offered by the Somatic Psychology (M.A.) Department.
Student clinicians are provided a working knowledge of the skills and tools used in assessing, diagnosing and treating psychiatric syndromes both generally and within special population groups from a strength-based perspective. Course content integrates body-based and movement-oriented theories with traditional methodologies as a means of deepening and supporting this process. Students develop an understanding of the treatment process and are introduced to important assessment, diagnostic and treatment tools and will create assessment tools of their own using the principles of dance/movement therapy and 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 this view, 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 - 5cr - Duey Freeman
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-examine their own developmental path. The material will be presented through lecture, guest presentation, readings, class discussions, experiential exercises and observations.

PSY 611 Counseling Relationship I: Techniques and Practice - 3cr - 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 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 616 Traditional Dance/Movement Therapy: Theory and Practice - 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 experimentally explored. Students will integrate their personal group histories with their style and approach to facilitating group process. This will be experiential and didactic. 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 learn experientially about group dynamics and leadership. Time is set aside for personal exploration, integration and group relationship. This class is a clearinghouse for questions, conflicts and problem-solving around working with groups. Some didactic teaching is also included. 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 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 the skillful counselor. 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: Process and Materials - 2cr - Bernie Marek
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
Contemplative practice is carefully integrated with the investigation of various art processes and materials throughout the semester. The open studio model is followed, allowing for students to practice mindfulness through process painting, drawing and sculpture. Commitment to personal and transpersonal imagery is encouraged as an essential part of understanding one's identity as an artist, the purpose of the therapeutic community, and contemplative models for practicing art therapy. Prerequisites: 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 graduate course, we will incorporate both theoretical and experiential knowledge of Reichian, neo-Reichian and post-Reichian body-centered therapies. The course provides an historic overview of the evolution of body-centered theory and technique with an emphasis on clinical discrimination of different types of therapeutic techniques. As a therapist, your self-knowledge is your strongest instrument. Therefore, exploring and expanding self-knowledge is also an emphasis during the course.

PSY 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 course 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 most prominent schools of psychology are studied. Attention is given to the relationship between psychology as a conceptual framework and psychology as a practice discipline.

PSY 629 Group Process III - .5cr - Helena Unger, Senior Teacher
Offered by the Contemplative Psychotherapy (M.A.) Department.
This course is a continuation of PSY 619.

PSY 634 History and Theory of Art Therapy - 3cr - Michael Franklin
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
Students will explore various historical & theoretical trends in art therapy, focusing on the contributions of early pioneers and contemporary practitioners. Various approaches to the practice of art therapy will be highlighted (depth psychology, humanistic, cognitive/behavioral) with specific attention devoted to models of contemplative and transpersonal art therapy, creativity, strategies to employ when looking at art work and when establishing a therapeutic relationship through art. Prerequisites: Admission to the Art Therapy Program.

PSY 636 Body and Its Psychological Patterns: Awareness and Observation - 4cr - Susan Aposhyan
Offered by the Somatic Psychology (M.A.) Department.
This course focuses on how the mind is expressed through the body. Approaching the subject both experientially and intellectually, our study includes the major stages of motor development and their psychological implications, followed by a study of the movement and psychology of the major systems of the body. This course continues in the Spring as PSY 636. It is based on Body-Mind Centering, an approach to movement re-education developed by Bonnie Bainbridge Cohen. Prerequisite: Somatic Psychology program student or permission of the instructor.

PSY 637 The Nature of Flow - 2.5cr - Faculty
Offered by the Somatic Psychology (M.A.) Department.

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

PSY 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
Courses

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 Welsh
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 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 forum explosion, 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 Rogenstein
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, countertransference, and the clinician 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. Prerequisite: PSY 605, Counseling Relationship I/Music Therapy: Lifestyles and Career; and PSY 654, Music Therapy: History, Theory, and Practice.

PSY 656 Movement Therapy Skills II: Working With Groups - 2.5 cr - Nicol Magough
Offered by the Somatic Psychology (M.A.) Department.
In this class we will focus on how to use movement therapy skills and interventions when working with groups. Topics covered include the therapeutic factors involved in group therapy, stages of group development, communication patterns and group movement facilitation skills; Yalom, Schmains and others will be studied. Prerequisite: For Somatic Psychology students only.

PSY 657 Theories of Somatic Psychology - 2.5cr - Christine Caldwell and Kakuni Minton
Offered by the Somatic Psychology (M.A.) Department.
This course explores both Western and Eastern models for the body's role in healing. It surveys modern psychotherapies and body-work forms which use expressive movement. Findings in current research which address body-based healing, and the role of the therapeutic act in healing are examined. Prerequisite: For Somatic Psychology students only.

PSY 658 Buddhist Psychology: Practicum II - 2cr - William Karelis
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 Mindful 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 - Deno Gitterman, Christina Kauffman
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 psychosomatic medications. Prerequisite: PSY 611, 661, Counseling Relationship I, II, PSY 670, Transpersonal Psychology, and PSY 700, Research & Statistics.
PSY 661 Counseling Relationship II: Lifestyles and Career - 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 doing a six week practicum with another student. The class will also cover the following topics: transference, projection, resistance, lifestyles, diversity, 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/Adolescent Development and Art Therapy - 2cr - Faculty
Offered by the Transpersonal Counseling Psychology (M.A.) Department

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 Portnoy
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 - 5cr - Faculty
Offered by the Contemplative Psychotherapy (M.A.) Department.
The half-credit meditation practicum classes provide continuing support both 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.

PSY 671 Psychology of Meditation II: Applications To Counseling - 2cr - David Chernikoff and Bruce Tift
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
This course builds on the foundation provided by PSY 621, Psychology of Meditation I. Topics presented through lectures and readings deepen the understanding of essential principles of meditative awareness. The specific focus of the course is the way meditation can support the counseling relationship. Prerequisite: PSY 621, Psychology of Meditation I and PSY 720, Meditation Practicum I.

PSY 672 Psychology of the Body II: Jungian Perspectives - 1cr - Barbara Cargill
Offered by the Somatic Psychology (M.A.) Department.
Carl Jung was primarily interested in the psyche which he saw as distinctly different from the body. In this course we will look into Jung's contributions and their applications to body therapies. We will investigate how psycho/ 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 Human and Career Development - 4cr - 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. Career development includes the major theorists, the current testing procedures and the applicability of career counseling to a psychotherapeutic practice. 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
Courses

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 - 0cr - Faculty
Offered by the Contemplative Psychotherapy (M.A.) Department.
This course is a continuation of PSY 668.

PSY 680 Group Dynamics and Leadership - 3cr - Christina Kauffman, Daron 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 and tasks of leadership. Class consists of lecture and experiential processes. Prerequisite: PSY 611, 661, Counseling Relationship I, II, PSY 610, Human Development, and PSY 670, Transpersonal Psychology.

PSY 681 Gestalt Community Intensive - 2cr - Ducey 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 686 The Body and Therapeutic Change: Assessment and Facilitation - 2cr - Susan Aposhyan
Offered by the Somatic Psychology (M.A.) Department.
Working with the body can provide excellent leverage for working with the mind. The study of the movement and psychology of the body systems from PSY 636 continues. By combining the theoretical tools of developmental movement and body systems, we synthesize an approach to diagnosis, therapeutic exchange and intervention. Prerequisite: PSY 636.

PSY 687 Clinical Orientation - 3cr - Eyan Kennedy
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, basic counseling skills and multi-modal care. Prerequisite: For Somatic Psychology students only.

PSY 688 Mastrili 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 - Andy Dorey and Julie Greene
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, dance therapy and body psychotherapy. 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 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 of 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: $25.00 lab fee. Prerequisite: PSY 694, Art Therapy Skills I and PSY 694, 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 Creative Arts Therapies - 2.5cr - Nicol McGough
Offered by the Somatic Psychology (M.A.) Department.
This course examines various therapeutic modalities from a body-centered and movement-oriented therapeutic perspective. Modules of other creative art therapies as well as other somatic disciplines are introduced and applied to body psychology and dance therapy. Typically art, music, psychodrama, breathwork therapeutic modalities are explored. The course is a blend of theory and practical application, orienting students towards their practicum placements through exploration of leading movement oriented groups with multimedia. Prerequisite: PSY 657. For Somatic Psychology students only.

PSY 708 Contemplative Psychotherapy Seminar - 2cr - Victoria Howard
Offered by the Contemplative Psychotherapy (M.A.) Department.
The joining of contemplative practice with the basic principles of interpersonal psychology creates a powerful psychotherapeutic discipline. In this way, one's personal development is completely linked to the cultivation of health and intelligence in others. Emphasis is on the nature of discipline in the therapeutic relationship, the process of exchange, compassionate action, and the variety of possibilities for transmitting illness to health. Buddhist approaches and those of other contemplative traditions are explored. Class format emphasizes student discussion of key issues.

PSY 709 Meditation Practicum V - 6cr - Faculty
Offered by the Contemplative Psychotherapy (M.A.) Department.
This course is a continuation of PSY 679.

PSY 710 Family Systems - 3cr - Duye Freeman and Sandy Novak
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 714 Multicultural Issues in Psychology - 1cr - James Jordan
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.

PSY 715 Music Skills - 2cr - Laurie Rugenstein
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 - Suzanne Marie
Offered by the Somatic Psychology (M.A.) Department.
The exploration of family and social systems at 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. A comprehensive family systems skills text will be the foundation for this class. 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.
Courses

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 Asrani 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.

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 and cover basic movement observation and assessment principles from a Laban perspective.

PSY 728 Therapeutic Relationships I - 2cr - Sharon Conlin and Karen Kissel Wegela
Offered by the Contemplative Psychotherapy (M.A.) Department.
This course provides an exploration of the professional practice of psychotherapy, which is seen as the joining of the 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 728, PSY 756, and PSY 768) include both experiential and intellectual components.

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

PSY 732 Clinical Improvisation/Music Therapy - 2cr - Laura Beer
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 736, Music Therapy Practicum II.

PSY 734 Child/Adolescent Development and Art Therapy - 3cr - Susan Peterson
This course examines the cognitive, emotional, moral and artistic development of youth from birth to age 18. Students will develop clinical skills through in-class art experiences, role play and in-depth examination of the literature including assessment and treatment procedures, cultural influences, violence, trauma, substance abuse and divorce. Special attention to art work produced by healthy and troubled children and adolescents is stressed throughout the semester.

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 Apooshyan
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 psychology and psychotherapy are covered. In the process of this exploration, basic concepts and theories of group dynamics are explored and applied to experiential exercises.

PSY 737 Ecotherapy - Earth/Body Universal Mind - 2cr - Howard Apooshyan
Offered by the Somatic Psychology (M.A.) Department.
This course examines the emerging fields of EcoPsychology using Ted Roszak's The Voice of the Earth as the primary text in an exploration of the ways in which human connectedness, or disconnectness, from nature impacts individual body-mind health. A special emphasis will be placed on understanding the metaphorical and literal aspects of the earth as a sustainable body, and the notion of consciousness as pervasive.
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 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 Houard
Offered by the Contemplative Psychotherapy (M.A.) Department.
Aging is a psychological and physical situation common to all of us. By making friends with where we are in the human life cycle, and allowing ourselves to experience impermanence and loss, we are able to enter the world of the older adult. Through lectures, contemplation, writing, discussion and field work, we explore the common issues pertaining to both our families and to other older adults.

PSY 749 Group Process VII - 1cr - Helena Unger, Senior Teacher
Offered by the Contemplative Psychotherapy (M.A.) Department.
This course is a continuation of PSY 729 Group Process VI. A lab fee of $150.00 is required.

PSY 754 Art Therapy Skills IV: Adult 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 adult 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 Moving Through Birth and Death - 2.5cr - Christine Caldwell
Offered by the Somatic Psychology (M.A.) Department.
In this course we explore two lifecycle areas that are rarely addressed in movement therapy. First, we examine the effects of pre- and peri-natal trauma on adult patterns and pathologies. Second, the dying process is introduced as a vivid experience of adult patterns and pathologies. Birth and death are treated as the two sides of the cone of the "living process" and their metamorphic use in psychotherapeutic practices is explored. Specific techniques and interventions which address these processes are taught. Prerequisite: For Somatic Psychology students only.

PSY 758 Therapeutic Relationships II - 2cr - Sharon Conlin
Offered by the Contemplative Psychotherapy (M.A.) Department.
The second class in the Therapeutic Relationships sequence, this class emphasizes the study of professional roles and standards including ethics, legal issues and credentialing. Also see the description for PSY 728.

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

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, psychodrama, 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 - Faculty
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 practicum 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.
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 - 3cr - Karen Kessel 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 Khempo Tenley Gyantrso Rinpoche's Progressive Stages of Meditation on Emptiness, Santideva's A Guide to the Bodhissatva'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 740.

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 720, Meditation Practicum I.

PSY 772 Hakomi: Grounding the Transpersonal - 2cr - Diana Guth
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
Using the Hakomi Method as a foundation, we study, explore and experience the integrated use of the transpersonal and personal realms 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 - 3cr - 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 625, 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 bodhisatva. 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 789.

PSY 780 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, adoption, suicide, guardianship, ADD and ADHD, child abuse, reporting issues and related issues. Prerequisite: PSY 600, Child Development or PSY 610, Human Development.

PSY 788 Group Dynamics - 1.5cr - Howard Aposhian
Offered by the Somatic Psychology (M.A.) Department.
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 Body-Mind Psychotherapy Seminar - 2cr - Susan Aposhyan
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, organic, 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 - 1.5cr - 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 780 Maithri Program II - 3cr - 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 791 Advanced Child & Adolescent Therapy - 1cr - Ducy Freeman
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
This course is designed for students 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 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 690, Child Development and PSY 780, Therapy with Children & Adolescents.

PSY 788 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 I/Art Therapy - 3cr - Julie Glassower
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
Students rotate among sites for a maximum 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.

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 will be given the principles of contemplative psychotherapy to the practices of counseling, therapy, group work, and patient care.

PSY 810 Professional Seminar & Ethics I - 2.5cr - Darion Gracen, Roland Evans, and Reesa Porter
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 techniques 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.
Courses

PSY 814 Professional Seminar and Ethics I: Art Therapy - 3cr - Faculty
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
In this class students will explore the ethical and legal issues of clinical practice and standards of practice required of the student. Assessment, confidentiality, treatment planning, documentation, and the development of a therapeutic alliance will be explored. Students will prepare a written case study (5-8 sessions in length) and will regularly present case material and artwork to the class for discussion. Prerequisite: All art therapy and transpersonal counseling psychology courses.

PSY 815 Professional Seminar and Ethics I: Music Therapy - 3cr - Laurie Hogenstein
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 intrapsychic and interpersonal responses to music. Prerequisite: Permission of department.

PSY 816 D.T. Internship Placement IA - 2cr - Barbara Cargill
Offered by the Somatic Psychology (M.A.) Department. Students receive credit for their internships through this class and a lab fee is assessed to provide 40 hours of 1:1 ADTR clinical mentorship. Prerequisite: For Somatic Psychology students only.

PSY 816 B.P. Internship Placement IB - 2cr - Susan Aposthyan
Offered by the Somatic Psychology (M.A.) Department. Students receive credit for their internships through this class and a lab fee is assessed to provide 40 hours of clinical mentorship. 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 D.T. Internship Seminar IA - 1.5cr - Barbara Cargill
Offered by the Somatic Psychology (M.A.) Department.
During the second year, each student enters a clinical internship and under ADTR clinical mentorship, 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 mentorship with supplemental readings, and also addresses integral issues in the transition from student to therapist. Prerequisite: For Somatic Psychology students only.

PSY 826 B.P. Internship Seminar IB - 1.5cr - Susan Aposthyan
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 supervision of the internship experiences that assist the student in clinical and professional activities. Prerequisite: For Somatic Psychology students only.

PSY 830 Master's Paper Seminar I - 0.5cr - Deborah Bouman, Betty Cannon, Barbara Carter, 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 3 major elements: an analytical evaluation of the internship experience from 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 Research Seminar - 1cr - Barbara Cargill
Offered by the Somatic Psychology (M.A.) Department.
This course is designed to facilitate your understanding of the American Psychological Association rules and regulations specific to writing a Master's thesis; study the structure of a thesis, provide a container to generate thesis topics that both engage the student and that would be a contribution to the field through discussion, writing, and creative brainstorming, and provide support while you tackle the daunting project of starting and writing a Master's thesis. Prerequisite: For Somatic Psychology students only.

PSY 840 Transpersonal Assessment Skills - 2cr - Daron 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 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 - Julie Glassover
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 requires that the student be enrolled 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 866 Professional Preparedness - 3cr - Nicol McGough
Offered by the Somatic Psychology (M.A.) Department.
This course is designed as a concluding seminar to help prepare the student for what to expect after graduation. It focuses on ethical and legal issues, relationships to professional organizations, and employment realities. Students explore how their unconscious material furthers and hinders their relationship to ethical decision-making. Special emphasis will be placed on exploring one’s shadow material and the relationship between the shadow and ethical codes. Students will also be preparing resumes and doing mock interviews to assist them with post graduate employment. American Dance Therapy Association registry and general licensure issues are also discussed. Prerequisite: For Somatic Psychology students only.

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

PSY 860 Professional Seminar and Ethics II - 3cr - Roland Evans, Darton Gracen, and Reesa Porter
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 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 or from their thesis research. 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. Prerequisite: Permission of the department.

PSY 866 Dance Therapy Internship Placement IIIA - 2cr - Nicol McGough and Susan Apostoyn
Offered by the Somatic Psychology (M.A.) Department. Students receive credit for their internships through this class and a lab fee is assessed to provide 40 hours of clinical mentorship. This class is a continuation of PSY 816. Prerequisite: Section A for Dance/Movement Therapy students only. Section B for Body Psychotherapy Students only.

PSY 866 Dance Therapy Internship Placement IIIB - 2cr - Nicol McGough and Susan Apostoyn
Offered by the Somatic Psychology (M.A.) Department. Students receive credit for their internships through this class and a lab fee is assessed to provide 40 hours of clinical mentorship. This class is a continuation of PSY 816. Prerequisite: Section A for Dance/Movement Therapy students only. Section B for Body Psychotherapy 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.
Courses

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 D.T. Internship Seminar II A  - 1cr  -  Barbara Cargill
Offered by the Somatic Psychology (M.A.) Department.
During the second year, each student enters a clinical internship and under ADTR clinical mentorship, 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 mentorship with supplemental readings, and also addresses integral issues in the transition from student to therapist. Prerequisite: For Somatic Psychology students only.

PSY 876 B.P. Internship Seminar II 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  -  Betty Cannon, Debra Bowman, Barbara Carter, Jack Lavine, and other TCP faculty
Offered by the Transpersonal Counseling Psychology (M.A.) Department.
This course is a continuation of PSY 880.

PSY 881  Extended Thesis - 0.5cr  -  Barbara Cargill
Offered by the Transpersonal Counseling Psychology (M.A.) Department
This course is required for all Somatic Psychology Department students who have finished five semesters of coursework and who have yet to finish their thesis. This class is to be taken the sixth semester of study until the thesis is completed. This class also enables the student to defer re-payment of their financial aid loans.

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 882  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 investigate 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 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 base their research on their field work experiences. 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 Rugenstein
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 895, Music Therapy Field Placement II.

PSY 887  Extended Thesis Support Seminar (Section A)  - 0.5cr  -  Nicol McGough
Offered by the Somatic Psychology (M.A.) Department.
This course is designed to provide an opportunity for 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

134
Courses

work and moving out into the world. This class is required for any Somatic Psychology student who is not currently enrolled in fulfilling departmental course requirements. Must be repeated each semester until the student graduates.

PSY 888 Master's Paper Seminar - 1cr - Lauren Casalino and Sylvie 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 Maitri Program III - .5cr - 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.

Religion (REL)

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

REL 410 Senior Project I - 1.5cr - James Meadows
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 - James Meadows
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 - Achaan Amaro
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 The Breeze of Simplicity: Romantic Fantasy, Everyday Disappointment - 1cr - Faculty
Buddhist meditation is based upon the path of seeing who we really are, very simply and naturally. Rinpoche will introduce the basics of sitting meditation practice from the Tibetan tradition and will guide the beginner or experienced meditator in this direct experience of mind.

REL 506 Meditation Practicum: Nepal - 1cr - Clarke Warren and Faculty
Offered by the Study Abroad Program and constitutes a core requirement for the Study Abroad Program in Nepal. The practice of meditation is at the core of the program. 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 Mahabhharata and Ramayana and from some simple Buddhist texts (e.g., the Heart Sutra). Offered Fall 1997, 9.
Courses

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 Contemplative Religions - 3cr - Faculty
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 - Frank Berliner and Lola Wilcox
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 face 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, and will focus on the emerging movement of "engaged buddhism" within the larger context of engaged spirituality. 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 524 Change Mastery II: Engaging Others in Change - 2cr - Frank Berliner and Lola Wilcox
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 - Priscilla Inkpen
There often seems to be a paradox between contemplative spirituality and social action. But Christian contemplative traditions allow us to go deep and discover the unity of all life. The Christian spiritual journey leads to action in the world. This course introduces the foundation of contemplative Christianity through the mystics; the exploration of contemplative life through the work of Thomas Merton; and the integration of contemplation and action in the lives of Dorothy Day and Martin Luther King, Jr. The spirituality of Jesus will inform our contemplative expression with a challenge to develop compassion and a non-violent attitude.

REL 526 Buddhist Traditions: Nepal - 3cr - Faculty
Offered by the Study Abroad Program and constitutes a core requirement for the Study Abroad Program. This course integrates the practice of meditation with an overview of Indian and Tibetan Buddhism from a historical, philosophical and cultural perspective. Classes and readings are supplemented by day trips to monasteries, shrines and pilgrimage sites. The course is taught by Naropa faculty and draws on highly respected and accomplished Tibetan teachers from nearby monasteries. These have included Thrangpa Rinpoche, Tulku Ugyen Rinpoche, and Chokyi Nyima Rinpoche.
REL 529 World Wisdom: An Introduction to Judaic Civilization - 3cr - Rabbi Zalman M. Schachter-Shalomi
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 1998.

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

REL 534 Change Mastery III: Creating Healthy Systems - 2cr - Chris Hoffman, Susan Skjel and Lola Wilcox
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 Tversky and Rabbi Howard Hoffman
This course is a contemplative study of the Jewish religion, based on the work of Moshe Chaim Luzzatto, a 17th century Kabbalistic philosopher, who developed the most systematic approach to Jewish philosophy without losing the depth of Kabbalistic perspective. The Chassidic recasting of the Kabbalah into the daily life of the simple Jew, lends a unique reinterpretation of the works to be studied in the course.

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

REL 540 Religions of China and Japan - 3cr - Gerry Shishin Wick, Sensei
This course will use original writings of famous religious thinkers to explore the religions of China and Japan. There will be special emphasis on Buddhism and an examination of Confucianism, Taoism and Shintoism. Readings will include Dogen Zenji, Shinran, the Sixth Patriarch, Confucius and the Tao Te Ching.

REL 542 The Buddha Nature School - 3cr - Sarah Harding
The Buddha-nature or Tathagatagarbha school is best introduced through study of the important Indian treatise, the Uttaratantra, and its commentary by Asanga. This text proclaims the enlightenment of all beings and the 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 illumine the powerful teachings they transmit. Prerequisites: REL 500 or its equivalent, or permission of the instructor.

REL 550 Meditation Practicum III: Maitri and Mandala - 3cr - Jane Carpenter-Cohn
This course continues the Practicum sequence, emphasizing Vajrayana topics such as mandala principle and the Buddha families, including discussion of the neurosis and sanity associated with each family. Space awareness practice known as "Maitri" provides a personal experience of these families, and this practice is a central part of this class. Prerequisites: REL 500 and REL 520, or permission of the instructors.

REL 552W Zen Intensive - 1cr - Gerry Shishin Wick, Sensei
The teaching and practice of Zen Buddhism assumes that there is a Big Mind present in all our mental and physical activities, that this Big Mind can be realized, and that its realization can be matured. We look at how this Zen paradigm--its teachings, practices, and realization--can be a personal vision and part of professional contemporary psychology.

REL 553 Tibetan III - 4cr - Sarah Harding
For more advanced students, this course emphasizes reading and translation. This course is open to students who have studied for one year or more. The instructor will direct the reading of classical texts of Tibetan Buddhism. Prerequisite: REL 608 and REL 533.

REL 554W Mahayana Meditation - 1cr - Ven. Ringa Tulku, 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 lonjong (meditation 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.
Courses

REL 557 Sanskrit III - 4cr - Andrew Schelling

Continuation of the study of Sanskrit grammar. Concurrent with this, we will read selections from texts representing a variety of genres of Buddhist literature in classical Sanskrit including the Astasahasrikā Prajñāparamita (Perfection of Wisdom in 8,000 Lines), treating the Mahayana doctrines of emptiness, the Saddhāmmapundarikā (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 - Sarah Harding

From the earliest period, Buddhism was known for its direct and profound investigation of experience without the overlay of beliefs or habitual patterns. Shakyamuni'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 Shakyamuni'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 566 Colloquial Tibetan: Nepal - 2cr - Faculty

Offered by the Study Abroad Program in Nepal as one of the Study Abroad electives.

This course is designed to give students basic skills in the spoken Tibetan language. The students will be taught in an immersion style with flash-card study as well as small group and partnering techniques. The class will also go on “Language Excursions” to both observe and participate in everyday activities using their language skills and acquiring new skills and confidence.

REL 570 Topics In Mahayana Buddhism - 3cr - Faculty

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 syncretic 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 573 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 experiential learning and meditation practice.

REL 575 Meditation Practicum IV: Mudra Space Awareness - 3cr - Les Worley

Space can seem hostile or benevolent, seductive or enriching. One can either fight with the situation or work with it in a creative manner by recognizing it as it is. Our perceptions are colored by neurosis or heightened by openness. This course further builds on Space Awareness teachings of Chogyam Trungpa, Rinpoche, combining Mudra Theater exercises with Maitri practice. The specific exercises offer a means for developing an appreciation of one's self and others in the context of an active, changing space. Prerequisite: REL 560, REL 556 or its equivalent.

REL 576 Nepali Language II - 2cr - Faculty

Offered by the Study Abroad Program in Nepal as one of the Study Abroad electives.

This course is a continuation of REL 516. This class will include four aspects or styles of teaching: introduction of particular language structures, drilling techniques and repetition using props and pictures, role playing, and engagement of the language with local people. The student will be required to keep journals and notes of the classes, design flash-cards for study, and spend time on their own practicing the language with friends and local Nepalese.

REL 580 Introduction to Madhyamaka - 3cr - Ven. Ringu Tulku, Rinpoche

The Mahayana Buddhist teachings on emptiness, shunyata, point out that the nature of reality is beyond 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 585 Tibetan IV - 4cr - Ven. Ringu Tulku, Rinpoche

Readings in classical texts and ongoing practice in speaking Tibetan with a khenpo well-versed in the fine points of Buddhist philosophy. Prerequisite: REL 508, 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 Mohandas Karamchand Gandhi, Bhimji Rao Ambedkar, Sulak Sivaraksa, and Aung San Suu Kyi.

REL 587 Sanskrit IV - 4cr - Andrew Schelling
This course is a continuation of REL 587.

REL 602 Communication: Opening to Others - 2cr - Victoria Howard
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 Abhidharma-Pitaka) of the early Buddhist schools. Attention is also given to the more important commentarial literature.

REL 650 Dāthuṃ: Month of Intensive Meditation - non-credit - Faculty
Every summer, a month-long practicum (dāthuṃ) of intensive daily group meditation is held at a nearby mountain retreat center. Students practice śamatha-vipaśyanā (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 CR/NC credit of 4 credit hours.

REL 652 Transition and Ritual: Holding Others - 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. 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 699 Independent Study - 1-3cr - Faculty

REL 710 Buddha Nature/Vajrayana - 3cr - Reginald A. Ray
In the third-turning teachings of Buddhism, the nature of mind and experience was presented through the paradigm of the feminine principle, the embodiment of wisdom of emptiness in compassionate manifestation. This graduate text-study seminar involves the study of the rich literature of the late Indian and early Tibetan traditions of Mahayana and Vajrayana, in which the paradigm is most apparent.

REL 736 Engaged Buddhism Colloquium I: Field Placement - 3cr - Victoria Howard
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 topics 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 Glaus, Foy Richey, and Faculty
The CPE (Clinical Pastoral Education) 400-hour internship gives the student the opportunity to explore personal and professional growth issues in their role as intern chaplain, human service worker or social activist. Weekly seminars, didactics, theological reflections, and individual and group supervision explore the purpose and meaning of providing pastoral care to people in crisis. Strong emphasis is placed on the student's understanding of their own personal growth and dynamics as these arise in the process of helping others.

REL 744 Community: Working With Others - 3cr - Roger Dorris
This class will bring together the major themes developed during the course of the Engaged Buddhism program. Using an outer/inner secret perspective, we will examine the nature of community, large group transformation and the role of leadership as a contemplative practice. Prerequisites: REL 602, REL 652. All others by permission of the instructor.

REL 755 Engaged Buddhism Colloquium II: Master's Project - 2cr - 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.
Courses

REL 780 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 - Giovannina Jobson
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 - Giovannina Jobson
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 - 3cr - Carol Crutchlow
The purpose of this class is to develop and present a theater performance. The work could encompass anything from an original composition or a play to a collection of individual scenes. One cannot predict the form of our work together in advance due to the nature of group collaboration in creative process. Our focus will be to translate ideas into powerful theatrical images, design of the performance space and the development of skills in collaboration with others. Students are required to perform the work in the Spring Dance/Theater Arts Concert. Previous theater training is helpful.

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 507W Acting Lab V: Movement, Text, Personal Stories - 1cr - Steve Clarrfain
How do stories affect our lives? And how can we develop a creative relationship to these stories? In this workshop we will work with different forms of storytelling from movement, writing, sounding and speaking to joining these together into a small sketch. Stories contain ordinary events illuminated by our attention to their details, texture, and directions. Dreams, memories, reveries, current events, myth, folklore, family history are among the sources for stories, both alone and in combinations. Please bring a story idea with you—a title, a list of events, a sequence—some starting point.

THR 508W Acting Lab VI: Comedy: Trivializing the Terrible - 1cr - John Rebstock and Lee Worley
In this class we'll take a close look at what's funny. Why do we laugh? How do we make others laugh? Can we laugh at ourselves? We will begin by looking at some video clips of the great comics of modern times. We will also consider different comic venues such as music hall, vaudeville and circus. During the weekend we will practice inhabiting traditional comic roles such as jester, the fall guy, the comic heroine and the straight man to see what they contribute to the comic moment. Our aim is to use our situation to provoke mirth and merriment in hopes that we may become less fearful of our own foolishness and more inspired to tickle the funny bones of our friends.

THR 520 Basic Acting - 3cr - Lee Worley
This class is the foundation for the InterArts Studies/Theater track. Through theater exercises, we examine who we are and how we interact with others. Classwork provides a playful opportunity for extending one's range of self-expression as well as developing tools for genuine creativity. Students will develop spontaneity in communication by focusing on gesture, sound, words and stillness. Solo and group explorations in presence, relaxation, intention, rhythm and repetition reveal the freshness of the moment. Students are required to read four plays, submit several short writing assignments and a paper documenting a visit to a local theater.

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.

140
Courses

THR 530 Musical Theater: Singing and Acting on the Spot - 2cr - Ethelyn Friend
This course is designed to foster our connection to the uniquely American genre called "musical theatre," and to explore the potential of these works to help us realize new strengths as actors and singers. We begin working with the voice as it is, using exercises to expand awareness of, and access to, new areas of the voice—to develop the ability to be "on the spot" with oneself in singing. We will examine the unique form of expression called "SONG", create improvisations based on songs, as well as working towards performance of pieces from various musicals with piano or other accompaniment. Collaboration with instrumentalists from the Music Department is encouraged, as students develop solo and group pieces to be shown as Salon, Coffeehouse, Art Concerts, etc.

THR 587W Demeter and Persephone: Story and Silence - 1cr - Laura Simms
The myth of Demeter and Persephone was enacted as a ritual event for over two thousand years in pre-hellenic Greece. The initiation into the Mysteries of the Mother and Daughter was shared by both men and women. It is a story of liberation, ecology, and mending the rape of the feminine in the world, without and within each of us. Using a version of the myth as a frame story, class participants will explore their personal stories, and the meaning of myth, ritual and storytelling in our lives today. The workshop will combine storytelling, theater, meditation and movement. A text and handbook will be available before the course. Open to beginning and advanced students.

THR 588W Playback Theater - 1cr - Kevin Gray
Playback Theater is an improvisational form of theater in which the actors take all their material from the audience in the form of stories, feelings, and moments from their lives. We then reenact these experiences while the person telling the story watches their experience from a different point of view. We go for the heart or essence of the experience when playing it back to the storyteller. Playback is always entertaining, and often people will share very deep, personal stories. Both the actors and the audience join in a strong sense of community and understanding by honoring each other's stories. We will be using playback theater forms, classic improvisational techniques, and theater games to explore spontaneity, story, and deep listening in this seminar. Come...and share your story.

THR 540 Character Acting - 3cr - Maggie Donaghy
The principles introduced in Basic Acting serve as the ground for further exploration of a variety of ways to create characters and develop scenes. Students will present characters found in plays, history, dreams, and everyday life. The challenge is to bring truth 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 be heard. We explore how intentionally determines form and the way one's voice manifests as a unique expression. We create a forum in which the audience/performer relationship can be explored and artistry clarified. The class is performance oriented requiring regular presentations and two one-page papers.

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 - 3cr - Lee Worley and L.S. Summer
Space can seem hostile, benevolent, seductive or enriching. One can fight or work creatively with situations. Perception is colored by neurosis; heightened by openness. This course combines acting exercises designed by Chogyam Trungpa with the Maitri practice of the Buddhas families and other examinations of space and form exemplified in the work of select Western directors. The exercises are repetitive and simple, providing a working basis for contemplative theater practice as well as a means for developing an appreciation of one's self and others in the context of 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 - 2cr - Paul Oertel
This course continues the work developed in THR 550, 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 voice and interdisciplinary improvisation and the refinement of one's on-going practice and realized performance. Students will write two one page papers and present a final performance on the last day of 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, Batuan Faigao, Bill Scheffel, Jude Blitz, Ravi Dyhema, and Instructors from the Kalapa Ikebana
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 Ikebana (Japanese Flower Arranging) 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 - 1-3cr - Faculty
This class is taught by the instructor of the core awareness discipline. The history, culture, and philosophy of the major awareness discipline is studied. The student and teacher meet in the beginning, middle, and end of the semester.

TRA 500 Shambhala Meditation Practicum I - 3cr - Bill Scheffel
The Shambhala tradition is a secular approach to meditation introduced into this country 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 - 3cr - Jane Faigao or Batuan Faigao
The first third of the form is introduced. The philosophy and theory of Tai-chi Ch’uan is discussed. The basic principles of relaxation, body-upright, movement initiated from the center or “tan tien,” separation of yin and yang, and developing a sensitive hand are emphasized.

TRA 510 Aikido I - 3cr - Jude Blitz
We begin with centering ourselves and bringing that awareness to the situation of "conflict." We simultaneously practice the kata of clean powerful attack, harmonious defense responses, and ukeme, the art of falling. Emphasis is placed on extending energy and transforming the encounter to one of excitement and harmony. This class establishes links to the Aikido lineage as well as the contemporary training communities.

TRA 513 Kyudo: Zen Archery - 3cr - Ellen Mains & Shibata Sensei
Kyudo, “The Way of the Bow,” is the practice of contemplative Japanese Archery. Beginning with attention to form, students learn to synchronize body and mind, and to cultivate qualities of the warrior’s heart and mind. These qualities include dignity, gentleness and precision. Students learn the “Seven Coordinations” of Kyudo, practiced at a distance of two meters from the target. The target becomes a mirror of one’s mind. Throughout the course the principles of Kin, Kei, Chu, or balance, lightness and attentiveness are also presented.

TRA 515 Yoga: Level I - 3cr - Ravi Dyhema or Linda Morris
This class presents an introduction to the vast tradition of Raja Yoga. Students gain both an understanding of yoga in its historical and social context and an experience of its methods, which constitute an in-depth exploration of breath, movement, and consciousness. Raja yoga helps us live more in the present moment by directing our attention to our bodies, sensations and feelings. The practice coaxes us to engage in a gentle dialogue with our breath, our limbs, our spine, and our moment-to-moment experience. The result is a quieter, more sensitively aware mind and a relaxed yet invigorated state of being. The students explore body and mind synchronization through Hatha Yoga asanas (exercises which create sensitivity, alignment and ease), Pranayama Yoga (breath awareness and control), Laya Yoga (work with the chakras), Jhana Yoga (deep relaxation practices), and karmas (cleansing practices).

TRA 520 Ikebana - 3cr - Kyoko Kita, Sensei with Carol Halpern
Sogetu School, in conjunction with Kalapa Ikebana School, presents this special course on Japanese flower arranging. Kyoko Kita, Sensei, is one of the foremost Ikebana teachers in this country. Students of any level from beginning to expert are welcome. Emphasis is on Ikebana as a contemplative or "dharma" art, using the discipline of the Sogetu School as a basis.

TRA 525 Tai-Chi Ch’uan: Level II - 3cr - Jane Faigao and Batuan Faigao
The first third of the form is corrected. The second third of the form is taught. While continuing to work on the basic principles, the concepts of becoming more relaxed, soft, and open in our body and mind is emphasized.

TRA 530 Aikido II - 3cr - Jude Blitz
This class continues to build directly on the basic Aikido teachings and philosophy to create greater centered and calm response in the martial art encounter. Its application in response to conflict in our personal lives is fostered. Relaxed, non-aggressive learning is emphasized. Greater stamina of body and attention are developed.
Courses

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

TRA 545 Tai-Chi Ch'uan Level III - 3cr - Jane Faigao and Bataan Faigao
The first two-thirds of the form are corrected. The last third is taught. Emphasis is on balance, rootedness,
breath, centeredness and the other basic principles.

TRA 550 Aikido III - 3cr - Jude Blitz
Calm confidence and grace emerge naturally with the continued study of Aikido movement. Consistent practice
strengthens our bodies and our concentration. One becomes more comfortable with the "confusion", the
unknowing that precedes knowing. While one becomes more relaxed under pressure, increasing speed and
complexity, elements of simplicity and open-heartedness begin to enter the martial art engagements. Aikido
weapons - wooden sword (bokken) and wooden knife (fante) may be introduced in order to intensify training. One
takes time to understand how practice might become a lifetime commitment.

TRA 555 Yoga III - 3cr - Ravi Dyhema
In this class students begin working with the chakras (inner energy vortices) and the energies that flow through
them. This requires that the students purify themselves using more advanced cleansing practices, and review
and refine their basic skill, such as effortless movement, breath control and relaxation. All students are required
to practice daily at home. Minimum prerequisites: completion of two semesters of Level I, one semester of Level
II, and permission of the instructor.

TRA 565 Tai-Chi Ch'uan Level IV: Push Hands - 2cr - Jane Faigao and Bataan Faigao
Push hands, the two-person Tai-chi Ch'uan exercise, is the most immediate practical application of the Tai-chi
Ch'uan form. Students learn to relax while in relationship with someone else's energy. They experientially learn
the principles of center and balance 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 - 2-3cr - Jude Blitz
This course is a continuation of TRA 550. Prerequisite: TRA 550 or permission of the instructor.

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

TRA 580 Shambhala Meditation Practicum II - 3cr - Valerie Sanford
Human beings are inherently good but lose their connection to goodness due to confusion and pressures of
everyday life. This course provides 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 as well as many other
cultures that cultivate 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 dignity, and wakefulness
inherent in all human beings. As we explore Shambhala, Native American, African/Shaman, and Japanese
cultures, we will examine what unites them as warrior wisdom traditions.
There is a $75.00 materials fee.

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 chi while relating to an external object. This could be a brush, as in the realm of calligraphy and
painting, or in this case, a sword. The sword is not wielded by using muscle and physical strength, but by using
the body's natural structural and dynamic characteristics and the forces that operate in the environment. By
permission of the instructor, for students who have previous experience studying Tai-chi Ch'uan form and push
hands.

TRA 589 Senior Colloquium - 1cr - Faculty
This course is required in the fourth semester. It is a process class and includes writing a journal which
addresses how the student connects practice of discipline to experience in life and how the student is learning to
embry 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 442 Poetry Practicum: Not Just One Voice - 1cr - Jack Collom
This weekend workshop will present a wide variety of poetic form experiments designed, in part, to de-rail us
from our tracks and habits of written speech and propel us into new linguistic/emotive terrain. The class will
include a trip to Boulder Museum of Contemporary Art for their current show, to which you will respond via a
creative text, with discussion. Students will participate in assigned writing exercises and submit a final typed
and bound manuscript with name and address, 6-10 pp. of creative work and a brief poetics statement. A
sourcebook of readings including work by Charles Olson, Philip Whalen, and Lisa Jarnot will be available from
Courses

the Writing and Poetics office after September 1, 1998. Open to B.A. Writing and Literature students. Others by permission of department.

WRI 420 Writing Poetry: Intersections - 3 cr - Max Regan
In this class we will investigate the sources of poetry, experiment with different rhythms and forms, and plunge headlong into the business of creating precise, vivid work. We will read, write, and critique work on a weekly basis. Class discussions will center around craft, skill, presentation, reading skills, and how to stay alive as a poet. Readings will include work by Andre Lorde, Marilyn Hacker, and Diane Di Prima. Students will work towards producing 20-30 poems of publishable quality. Class will culminate in student chapbooks and final class reading. Open to B.A. Writing and Literature students only. Others by permission of department.

WRI 421 Writing Fiction: Short Short Stories - 3 cr - Bobbie Louise Hawkins
In this class we will be working with texts of stories less than three pages long. We will have reading and writing assignments for every class. These stories will be fiction or personal essay. Richard Brautigan, Grace Paley, Eric Bogosian, and Dorothy Parker will be among the writers read. Open to B.A. Writing and Literature students only.

WRI 430 B.A. Reading and Writing Workshop: Bio-Regional Poetics and Contemplative Traditions - 3 cr - Andrew Schelling
This is a class for reading and writing poetry, with field excursions into the mountains and watershed regions of Colorado’s Front Range. Readings include Asian poetry, philosophies of language, and journal writings that are grounded in Buddhist, Hindu, and Taoist philosophies; also a study of American poets whose work is influenced by Asian models or marked by meditative practice. We will pay particular attention to how poets work with wilderness and the diversity of plant and animal life, weather patterns and geological formations. Weekly writing assignments will be directed towards familiarizing students with the features and inhabitants of the front range watersheds, and to considering how various forms of writing open themselves to the non-human orders. Open to B.A. Writing and Literature students only.

WRI 460 Writing Poetry: Writing The Poems - 3 cr - Anselm Hollo
A poetry workshop and exploration of poetic forms based on students’ writing and materials by the instructor. As a reference book, we’ll use The Teachers’ and Writers’ Handbook of Poetic Forms, and, since there can be no creative writing without creative reading, the other required text will be Ron Padgett’s Creative Reading: What It Is, How to Do It, and Why. Open to B.A. Writing and Literature students only.

WRI 471 Writing Fiction: Making Stories - 3 cr - Keith Abbott
This workshop will be for the beginning prose writer. Structures, methods, and principles in works of fiction by Sei Shonagon, Bobbie Ann Mason, Jack Kerouac, Louise Erdrich, Richard Brautigan, Lucia Berlin, Joyce Carol Oates, Gus Van Sant, Quentin Tarantino, and others will be studied. Written work in journals, sketches, monologues, dialogues, prose poems, and short stories will be generated from the assigned texts. Open to B.A. Writing and Literature students only.

WRI 503 (Section A) Literature Seminar: Radical Prosody - 3 cr - Reed Bye
We will explore the ways in which poets like Chaucer, Milton, Whitman, Dickinson, Williams, Stein, and Olson have “made strange” and redefined the verse structures in their day and influenced poetic form and style for the future. We will track the fascinating developmental history of radical prosody in English, and its relation to orientalism and poetic theory from Coleridge to David Crystal. Weekly papers will be required. Open to B.A. and M.F.A. Writing Program students. Others by permission of instructor.

WRI 509 (Section B) Literature Seminar: Robert Duncan - 3 cr - Lisa Jarnot
In this class we will study the poetry of Robert Duncan through a close reading of the scholarly works most important to him. Duncan, who often referred to himself as a “bookish” poet, drew from a number of philosophical and theological sources throughout his career as a writer. The syllabus will include a cross section of Duncan’s work as well as major writings of Plato, Alfred North Whitehead, and Jane Harrison. We will discuss ways in which each of these background texts have influenced other poets, including Ezra Pound, H.D., and Charles Olson, as well as the range of Duncan’s influence on his contemporaries in the Black Mountain and San Francisco Schools. The class will include both lecture and discussion and students will develop expertise in one area of Duncan’s bookish leanings. Open to B.A. and M.F.A. Writing Program students. Others by permission of instructor.

WRI 505 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 others, Jakobson on aphasia, Marx on the acrobatic table, Freud on the fetish, Lacan on the mirror, Foucault on the author, Kristeva on the impossibility of woman, Cixous on the waterfall, and celebrate our bewilderment in a series of one-page essays. Open to B.A. and M.F.A. Writing Program students. Others by permission of instructor.
Courses

WRI 509 Writer’s Practicum: Designing a Writing Workshop - 2 cr - Keith Abbot, Lee Christopher, Jack Collom.
This professional training practicum (two weekends) will instruct M.F.A. writing students in the skills necessary for conceiving, organizing and teaching writing workshops at two levels: public schools and colleges. The course will cover the goals and methods of syllabus and course description writing, recognition and evaluation of student writing abilities, and relating the writing workshop to existing curriculum. Techniques for working within school systems will be stressed, along with how to keep yourself happy and productive as a writer. Allowing for improvisation, adjusting to variable time constraints and altering the structure and goals of a writing workshop will also be covered. Students will design and submit two syllabi and participate in group consultations with the instructors on strategies and methods for successful workshops. Open to B.A. and M.F.A. Writing Program students only.

WRI 512 Practice of Translation: Thirteen Ways of Looking at a Blackbird - 3 cr - Andrew Schelling
A hands-on translation workshop. Students will fit themselves out with whatever tools they can locate, in order to create in American language (“the target language” as it’s sometimes called) a work that parallels what is found in the original. What does “parallel” mean? Is it formal, lexical, visual, musical? Does it stress the structure, sounds, form, meaning? How do you make decisions in these areas? What is the relationship between the original and the translation? We will consider some of these questions. Open to B.A. and M.F.A. Writing Program students. Others by permission of instructor.

WRI 513 Literature Seminar: The Feeling Tone - 3 cr - Bobbie Louise Hawkins
In this seminar we will study writing by Colette, Michael Ondaatje, Lucie Berlin, and John Berger. These individuals come from different countries, grew up in different literary styles with different kinds of education, and are individually unique and important in the literary world for their insightful prose styles. We will read G and Pig Earth by Berger, Homeward by Colette, Houses by Berlin, and Coming Through Slaughter and The English Patient by Ondaatje. Two major papers, requiring outside research, will be assigned, the first to be tendered at the sixth week, the second at the twelfth week. There will also be less demanding assignments covering aspects of these writers’ work and lives during the semester. Open to B.A. and M.F.A. Writing Program students only.

WRI 515 Trends in Contemporary Literature: Introduction to Feminist Theory: History and Theory of Feminism - 3 cr - Steven Taylor
Julia Kristeva and Judith Butler inspire us to investigate two questions that frame this survey. Can there be such a thing as woman? Is a post modern feminism possible? Readings, talks, and discussions will addres issues of gender, class, race, culture, and power relations from the points of view of the developing constellation of concepts that have informed the various historical phases of the women’s movement for a century. We will proceed from background readings in philosophy, political theory, sociology, anthropology, and psychology through issues of nature, identity, pleasure, sex, queer politics, race relations, censorship, and representation, to contemporary cross-genre works at the cutting edge of the thinking writer's art. Open to B.A. and M.F.A. Writing Program students. Others by permission of instructor.

WRI 516 Poetry Practicum: Writing Among Mountains and Creeks - 1 cr - Andrew Schelling
A writing workshop, a journey on mountain trails. Poets and naturalists have always known the best thinking gets done on foot. Following tracks laid down by Basho, Thoreau, Wordsworth, Milarepa - and contemporaries Niedecker, Kyger, Rezvich, we will go to the hills to find and new thought and language. Periods in the classroom, periods on the trails - alone and in company. What gives poetry the freshness of field and forest? Where do you hear, in that among the Americas so many poets have gone to the mountains for song? Open to B.A. and M.F.A. Writing Program students. Others by permission of instructor.

WRI 517 Prose Practicum: Finding Your Way with Words - 1 cr - Kristen Iversen
This course will consider a number of contemporary prose forms, including the short story, the “short short,” the short novel, and new forms of creative non-fiction. We will analyze writers including Alice Munro, Robert Coover, and Angela Carter, among others, and examine the relationship between form and function, all with an eye toward each student becoming more aware of how their own style and choice of form resonate with the purpose and intent of their prose. This class emphasizes strong literary analysis skills, active class participation, and rigorous writing and rewriting. Students will work toward a final, polished portfolio of their own creative work. Texts include The Writer’s Way (Jack Rawlins), In Short (Kitchen/Warren), The Art of Creative Nonfiction (O’Keeffe), and You’ve Got to Read This (Hanson). Recommended text: First Fiction (Kiernan). Open to B.A. and M.F.A. 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 B.A. and M.F.A. Writing Program students. Others by permission of instructor.
Courses

WRJ 581 Project Outreach - 1-3 cr - Jack Collom
Project Outreach places students in local schools and other institutions to unlock the voices of others through writing workshops; to inspire and instruct them in the language arts. Students go out into the world as literary activists, introducing others to the pleasures and value of creative writing, while sharpening and extending their own teaching skills. This course is available for one, two, or three credit hours. Open to B.A. and M.F.A. Writing Program students only.

WRJ 582 Letterpress Printing: The Well-Dressed Word - 3 cr - Julie Selko
This course introduces the long-standing tradition of letterpress printing techniques. Students will learn how to hand-set type and operate platen or proof press using distributable type, fine handmade papers and inks of diverse color and tones. The class will develop composing and printing skills. Students will break into groups in order to work on individual projects. Broadside, poetry/prose chapbooks and art books will be produced. Open to B.A. and M.F.A. Writing Program students. Others by permission of department. $30.00 material fee.

WRJ 583 Letterpress Printing: First Impressions - 3 cr - Brad O'Sullivan
As writers, the practice of setting movable type and printing texts by hand is an invaluable aesthetic and practical resource. This course will explore letterpress printing from the writer's point of view, bringing literary considerations to those 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 B.A. and M.F.A. Writing Program students only. Others by permission of department. $25.00 material fee.

WRJ 588 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 thoughts within the structure of the essay's various forms. As models essayists such as Montaigne, Virginia Woolf, Lu Hsun, Carlos Fuentes, Henry Thoreau, James Baldwin, Adrienne Rich, Alice Walker, and others. The most common grammar and punctuation problems will be addressed. In addition, each student will learn to recognize and correct his or her own error patterns. As part of the process, time will be spent in reflection upon the ways in which problems have been addressed and solved by our essays. Open to B.A. Writing and Literature students. M.F.A. Writing and Poetics students and others by permission of department.

WRJ 711 Practice of Fiction (Section A): Building Blocks - 3cr - Keith Abbott
The basic building blocks of fiction will be studied through exercises in monologue, dialogue, point of view, character and scene construction. Fiction, drama, and film scripts by Sam Shepard, Lucia Berlin, Louise Erdrich, David Mamet, Lorrie Moore, Elmore Leonard, Lillian Hallman, Raymond Chandler, and Quentin Tarrantino, among others, will be studied. Half the class will be devoted to critiquing student writing; half to texts and assignments. Open to M.F.A. Writing and Poetics students only.

WRJ 720 Practice of Poetry (Section A): The Lyf So Short the Craft So Long to Lerne - 3 cr - Reed Bye
In this workshop we will recapitulate the phylogeny of dominant verse modes in English and American poetry through the ontology of our own practice. Prosodic models will include the four-beat line of song and lyric, the Skaltonic, the pentameter of sonnet and blank verse, the heroic couplet, the expansive parallel-list poem, the image-based poem, and projective verse. Using these verse types as models, we will simultaneously tune into their expressive structures and vary or violate, skillfully, their "rules." This is not a "new formalist" approach but one designed to help us relate with rhythmic shape in our language and verse. Sourcebook of readings, classic and contemporary. Open to M.F.A Writing and Poetics students. Others by permission of instructor.

WRJ 720 Practice of Poetry (Section B): Radical Experiments - 3 cr - Lisa Jarrott
In this writing workshop we will focus primarily on student work while examining experiments with language that stand outside of easily recognizable schools and movements. Poems of Christopher Smart, Gertrude Stein, Bob Kaufman, Jack Spicer, Harryette Mullen, and Julian Spahr, among others, will be discussed. Over the course of the semester we will analyze the methods used by these writers and look into the possible origins of these methods. We will incorporate these experiments into our own writing projects. Open to M.F.A. Writing and Poetics students only.

WRJ 723 Creative Reading and Writing (Section A): 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, and aesthetic and linguistic patterns will be studied along with organizational editing. Fiction, poetry, drama, and videos will be utilized. We will study the writing of Basho, William Burroughs, Ted Berrigan, Harry Crews, David Mamet, and Kathy Acker, and read books by Richard Brautigan, F. Scott Fitzgerald, Lucia Berlin and Louise Erdrich. 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 M.F.A. Writing and Poetics students in prose concentration. M.F.A. poetry students and others by permission of instructor.

WRJ 723 Creative Reading and Writing (Section B): Poetry as a Subversive Dialogue - 3 cr - Akilah Oliver
Based on the assumption that the writing of poetry is essentially dialogic and part of a larger social context while still honoring the individual as a magical, mystical, and sacred site of origin, this course will explore the dual sites of poetic operation as 1) a social, interactive discourse, and 2) an internal dream-like manifestation of individual agency or voice. Students will write an expansive dialogic poem of twenty to forty pages in length,
Courses

intentionally setting up a conversation, exploration, and/or argument around a central theme (or set of convergent themes). Literature from various sources (poetry, essays, criticism, fiction) will be read throughout the course, exploring diverse social dialogues, and will include works by Gertrude Stein, Andre Lorde, Amiri Baraka, Jean Baudrillard, Jan Mukarovsky, Walt Whitman, and Allen Ginsberg. Anne Waldman’s long poem Love, parts I and II, will be a core text for the course. Open to M.F.A. Writing and Poetics students only.

WRI 737 MFA Literature Seminar: The Cantos of Ezra Pound - 3cr - Andrew Schelling
"All times are contemporaneous in the mind." Like no other poem before or after, The Cantos has followed this thought as a beacon. The class studies what critic Hugh Kenner calls "the Pound era" including its literary movements of Imagism and Vorticism and those writers in dialogue with whom Pound developed his verse: H.D., William Carlos Williams, William Butler Yeats, Marianne Moore. Then to ancestral predecessors: troubadours of Provence, lyre players of Greece, poet-exiles of Tang China, dancers of the Japanese Noh. With Homer and Dante’s as guides, to set sail through time and space, visiting the planet’s verse traditions, the politics, the economies - to read the whole of The Cantos and a great deal of Pound’s prose. Open to B.A. and M.F.A. Writing Program students only. Others by permission of instructor.

WRI 761 Practice of Fiction (Section A): Writing The American Short Story - 3cr - Keith Abbott
This workshop will use American short stories ranging in style from modernist rural fiction to metonymy urban raps. The reading will concentrate on works by the following authors: Sherwood Anderson, Grace Paley, Ernest Hemingway, Raymond Carver, and Bobbie Ann Mason. Time will be split between reading and discussion of works by assigned writers and workshop assignments generated out of the required texts. Open to M.F.A. Writing and Poetics students only.

WRI 761 Practice of Fiction (Section B): Character, Character and Monologue - 3cr - Bobbie Louise Hawkins
The commonplace speaking voice that delineates character and character development is the basis for the writing we will do in this class. Monologues are a classic mode for characterization. We will read writing and watch video performances by writers/performers as various as Alan Bennett (The Madness of King George, Prize Up Your Ears), Eric Bogosian, Whoopi Goldberg, Ntozake Shange, and more. We will focus on how the character/voice speaks itself onto paper. Open to M.F.A. Writing and Poetics students in prose concentration. M.F.A. poetry students and others by permission of instructor.

WRI 770 Practice of Poetry (Section A): Looking Through French Windows - 3cr - Anselm Hollo
"The Windows" is a famous poem by French poet Guillaume Apollinaire (1880-1919), a great modernist whose influence reaches into the present postmodern era. We will read the poetry of Apollinaire and his successors in The Random House Book of Twentieth-Century French Poetry, edited by Paul Auster. The continuous influence of these writers on their American colleagues, from William Carlos Williams to Frank O’Hara and Alice Notley, will be explored. Our poems will respond to what we find, looking through these "French windows." Open to M.F.A. Writing and Poetics students only. Others by permission of instructor.

WRI 770 Practice of Poetry (Section B): Saying Things in Time - 3cr - Reed Bye
The poetic line turns in notable ways, giving the verbal structure of poetic expression a more dynamic role in its meaning than is the case with other kinds of speech and writing. In this workshop we will look at particular poetic works in 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 you accustomed sense of verse style and voice. Many model examples from Skelton to Schuyler will be read in a sourcebook. Open to M.F.A. Writing and Poetics students only. Others by permission of instructor.

WRI 773 Creative Reading and Writing: Landscape and Literature: The Language of Place - 3cr - Kristen Iversen
In this course, through a combination of highly focused readings and writing exercises, we will analyze and discuss how writers develop a "sense of place" in their style as a method of illustrating psychological complexity of character as well aesthetic appreciation of landscape or cityscape. Authors we will discuss include Terry Tempest Williams, Christa Wolf, Gertrude Stein, Cythia Ozick, Joy Harjo, Tim O’Brien, and Flannery O’Connor. Class participation, strong literary analysis skills, and extensive writing both within and outside of class will be emphasized. Open to M.F.A. Writing and Poetics students only. Others by permission of instructor.

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.

147
Full-Time Faculty

Keith Abbott  Writing and Poetics  
B.A., San Francisco State University  
M.A., Western Washington University  
Keith hail from the Bay Area, but, has been born in the Pacific Northwest, an environment often used as a backdrop for his writing. His recent books are: First Thing Coming (Coffee House Press), and Downstream From Trout Fishing in America: A Memoir of Richard Brautigan (Capra Press). His next book, Racer, was characterized by a German reviewer as being about "James Dean's younger brother, only not nearly as noble." He is an accomplished calligrapher.

Susan Aposhyan  Somatic Psychology  
B.A., University of Virginia  
graduate study, New York University  
M.A., The Naropa Institute  
Susan (L.P.C.) received certification from the School of Body-Mind Centering in Amherst, Massachusetts, under the direction of Bonnie Bainbridge Cohen. She has studied psychology, and biomechanics on a graduate level at University of Virginia and New York University, and has been involved in teaching and performing new dance forms. She has a private practice in 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 Assael  Transpersonal Counseling  
B.S., Northwestern University  
Certificate in Elementary & Secondary Education, Notre Dame University  
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 Vidyaschool. A student of the Venerable Geshe Wangdak, 1972-75, 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.

Robert Ashley  Gerontology & Long-Term Care  
A.B., Miami University  
M.A., Ph.D. American University  
Bob has been a key figure in the development of social gerontology over the past 30 years. He is the author of the best-selling text, Social Forces and Aging, now in its 9th edition (1997). He is a former Distinguished Professor of Gerontology at Miami University in Oxford, Ohio, and also served as the director of Scripps Foundation at Miami University. He is the Chair of the Department of Gerontology.

Dorsey O. Blake  Creation Spirituality  
A.E., Sociology, Brown University  
M.A., Pacific School of Religion and the Center for Urban-Black Studies  
M. Div., United Theological Seminary  
Pastor, Church for the Fellowship of All Peoples, San Francisco, CA. Director, Center For Urban Black Studies, Graduate Theological Union, Berkeley, 1977-95. Adjunct Faculty, California Institute of Integral Studies, 1996. Co-director, United Campus Ministry, Ohio State University, 1980-87. First full-time Black male professor at the University of Alabama 1977-79. Extensive field ministry experience and work with interfaith groups on justice and peace issues. Personal student of the great Black theologian and mystic Howard Thurman.

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 childhood grades in public schools. He taught for seven years at The Vidyaschool, a contemplative elementary school, where he became Head Teacher. 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.F.A., The Juilliard School  
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 Akeji Maro at the American Dance Festival, St. Marks Church and Yoga Festival (Japan). She served as a Teaching Artist for The Lincoln Center Institute and as a guest faculty member for the Colorado Dance Festival, Performing Arts High School, Rutgers University, Hofstra University, and the Institute of Aesthetics in Germany, France, and Finland. In 1990 she was invited to perform and teach in Colorado communities through the Aesthetic Education Institute and Young Audiences. She has received grants from the Colorado Council on the Arts, NeedData 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 Passing Frakes: the Asylum of the Poets (1984), and The New and the Changeable: contemporary 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 is a registered Dance Movement Therapist (A.D.T.R.), a certified Hakomi therapist, and a trainer in the Internal Family System Model of Dr. Richard Schwartz. She received her training in Jungian Psychology from Dr. Arwind Vasvada, a
Full-Time Faculty

Jungian analyst. She has been in private practice for twenty years and taught in the M.A. program of Dance Movement Therapy at Columbia College for fifteen years. She was the choreographer and artistic director of the Near East Heritage Dance Theatre in Chicago for over twenty years. She now directs the B.A. Dance Therapy program at Naropa and teaches in the M.A. programs of Somatic Psychology and Dance Movement Therapy.

Jane Carpenter-Cohn  Contemplative Psychology  B.A., State University of New York-Oswego  M.A., The Naropa Institute, Psychology  An educator for 25 years, Jane has taught children and adults of all ages. Trained in marriage and family therapy, she continues a private practice in Boulder. 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. Jane has been a student of the Ven. 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 Hohana instructor and continues to practice 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 Grot with whom she has studied extensively. She has worked in schools, hospitals, corporations, and clinics as a teacher, therapist, consultant, and supervisor emphasizing the compassionate integration of mind, body, and spirit. She is a licensed clinical psychologist in private practice in Boulder and Westminster.

Dee Joy Coulter  Foundations  B.A., M.A. University of Michigan  Ed.D., University of Northern Colorado  Dee taught and directed public school programs with learning disabled students for 14 years. She then taught education courses at various colleges for the next 14 years. Currently, she directs a graduate level correspondence course in psychology and learning for the University of Northern Colorado, conducts cognitive evaluations in a private practice, 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 has a linguistics with a specialization in Spanish. He has taught Spanish at College of the Redwoods, facilitated a variety of community therapeutic intervention programs, and currently has a Roling practice in Boulder and in Nashville, TN.

Marlene M. DeNardo  Creation Spirituality  B.A., California State Teaching Credential, College of Notre Dame  M.A., Holy Names College, Advanced graduate study, Universidade Catolica, Recife, Brazil, Centro de Formacao Intercultural, Petropolis, Brazil,  Faculty and administration, Institute of Culture and Creation Spirituality, Holy Names College, Oakland, CA, 1986-98.  International Administrative Team, Sisters of Notre Dame, Rome, Latin America, Africa, Japan, 1978-84.  Designed adult education courses in spirituality, justice, women’s studies and ecology. Fifteen years education work in Latin America, Africa and other cultures.

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 work 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 1984-88, and returned to the faculty in 1984. She received a 1995 Djerassi Artist 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  Mr. Dorris 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 public health. He has also served as retreat master at Karme-Choling in Vermont. He is core faculty and director of the Socially Engaged Buddhism M.A. program.

Bataan Falgao  Traditional Eastern Arts  B.A., University of San Carlos (Philippines)  M.A., New York University  M.P.A., The Naropa Institute  Bataan began studying Tai-chi Ch’uan with Grand Master Cheng Man-ch’ing 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 Falgao  Traditional Eastern Arts  B.A., University of Minnesota  M.A., New York University
Jane began studying with the late Grand Master Chong Man-ching in 1968 and for the next seven years studied under him. 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.

Matthew Fox Creation Spirituality
M.A., Aquinas Institute of Theology
Ph.D., Institut Catholique de Paris
Post Doctoral Studies, University of Munster
Over twenty years of teaching and lecturing experience. Extensive academic administration experience. Author of over 20 major best selling books which have been translated into Dutch, German, Korean, Swedish, Portuguese and French including: The Reinvention of Work and Original Blessing. Contributions numerous articles on Creation Centered Spirituality to American and European Journals and mentors large numbers of students at the University which he has founded in Oakland, California. Ordained Episcopal priest.

Michael Franklin Transpersonal Counseling
B.A., University of South Florida
M.A., George Washington University
Michael is the coordinator of the Art Therapy Program. For the past 18 years, he has both practiced and taught art therapy in various academic and clinical settings. He has lectured nationally and internationally, offering a wide range of research contributions to his field. As an artist, he actively exhibits his work and continues to research the relationship between art therapy, yoga philosophy and meditation.

Darren Gracon Transpersonal Counseling
B.A., Mt. Holyoke College
M.S.W., Smith College School for Social Work
As a psychotherapist, graduate level educator and consultant to non-profit organizations for the past 18 years, Darion 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
Bobbie has written 10 books of fiction, non-fiction, poetry and performance monologues. She has performed her work at Joseph Fapp’s Public Theater, Bottom Line, and Folk City in New York City. In England she has worked with Apples and Snakes and read at the Canterbury Festival and the Poetry Society. She wrote a one-hour play for NPR’s The Listening Ear. She directs the fiction track in Writing and Poetics at Naropa.

Anselm Hollo Writing and Poetics
University of Helsinki, University of Tubingen
Anselm is the author of 35 books and chapbooks of poetry, including Maya, Sojourner Microcosmos, and Pick Up the House. Recent books include Near Miss Haiiku, 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 Poets, and the Finland 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 1987, teaching poetry and translation at many colleges and universities. Authors whose works he has translated include Paul Klee, Bertolt Brecht and Jean Genet.

A. d’Forrest Kechin Environmental Studies
B.A., Georgia State University
M.A., M.Ed., Ph.D., University of Colorado
Forrest is an anthropologist 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 impacts to: "prison schools" Institute of Arctic and Alpine Research, CU). Her pursuit of these interests, and her multi-disciplinary approach have led to a variety of professional and volunteer efforts, including several awards.

Nicole McGough Somatic Psychology
B.A., Colorado College
M.A., Naropa Institute
Nicole (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, Nicole uses movement, various art media, adventurtherapy, music and sand tray work to facilitate client actualization and the healing process. Nicole 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., Marylhurst College
M.F.A., California Institute of the Arts
Mark is the director of the Naropa Music Program. He has toured and recorded with Art Lande, Paul McCandless, Peter Kater, R. Carlos Nakai, David Friesen, Tom Grant, and Bill Douglas. With jazz pianist Art Lande, he has recorded two albums of improvised duets, The Story of Ba-Ku, and Prayers, Germs and Obsessions as well as two award-winning children’s albums featuring Meg Ryan and Holly Hunter. With pianist Peter Kater, he has recorded seven albums including Migration, Honorable Sky, and Rooftops, 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 has lived and traveled extensively throughout the Himalayas and Central Australia. Before coming to Naropa, she taught Geography and International Studies at the University of Oregon, was the Program Director at Institute in Boston and directed a national Buddhist Organization, The Dharma Foundation, and has been awarded NSF and Final Grant for her work in Nepal, Bhutan and India on indigenous agriculture. She led wilderness expeditions for many years with both The Sierra Club and Marble Mountain Expeditions.
Full-Time Faculty

Ana Perez-Chisti Creation Spirituality
B.A., Mills College
M.A., Holy Names College.
Ph.D., Candidate, California Institute of Integral Studies
Sufi Movement International lineage holder and interfaith minister. Writer, lecturer and practicing psychologist. Trained dancer, yogini, and martial artist holding the degree of black belt in Karate. Director of an Inter-religious school for scriptural studies in world religions for 20 years. Has held directorial posts in government Food Dispersal Programs, and Prison Library Projects. Extensive travel around the US and Europe teaching seminars in Sufism, Christian Mysticism and Buddhism. Adjunct faculty member at the California Institute of Integral Studies.

Ven. Dzogetchen Ponlop, Rinpoche Religious Studies
Ka Rabjampa, Rumtek Shedra, Sikkim Acarya, Sanskrit University
Ven. Dzogetchen Ponlop, Rinpoche, is the 7th of his incarnation line, connected since the time of the 5th Dalai Lama with a group of monasteries in eastern Tibet. His birth was predicted by His Holiness the XIVth Karmapa, who recognized him and ordained him. Ven. Ponlop Rinpoche has received the most important Kagyu and Nyingma teachings and empowerment from His Holiness Karmapa, His Holiness Dilgo Khyentse Rinpoche, and other great teachers. He was trained by Khenschen Trangu Rinpoche, and Khenpo Tseultrim Gyamtso, Rinpoche, at Karma Shri Nalanda Institute, the shedra or monastic college at Rumtek monastery in Sikkim. He has taught many Western students, and is the director and main teacher of the Ngedon Academy at Gampo Abbey in Cape Breton, Nova Scotia. Rinpoche is fluent in English, and in 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
Reginald received his doctorate in the History of Religions, concentrating on Indo-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 Fulbright-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 Mahasiddhas (Tantric Buddhist saints) and on the practice traditions of Tibetan Buddhism.

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

Clare S. Ronzani Creation Spirituality
B.A., College of Notre Dame
M.A., Graduate Theological Union

Laurie Rugeenstein Transpersonal Counseling
B.M., Berkeley College of Music
M.M.T., 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 Hospices 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 bass professionally and is a member of the Kroka Drummers.

Rabbi Zalman Schachter-Shalomi Religious Studies
Rabbi Schachter holds the World Wisdom Seat at The Naropa Institute and is the Professor Emeritus at Temple University. He is a major figure in the Jewish spiritual renewal movement, presenting the central teachings of Hasidism and Kabbalah in a contemporary and heartfelt manner. Born in Poland in 1924 and raised in Vienna, he fled Nazi advance by coming to the United States in 1941. He was ordained in 1947 and received a Ph.D. in 1968 from Hebrew Union College. He has published over 150 articles and monographs on the Jewish spiritual life, and has translated many Hasidic and Kabbalistic texts. His most recent 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 helps in healing the world." A new book on spiritual eldering is forthcoming.
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: Clay and the Mirror and Moon Is a Pot of Tea. He has translated poetry from the Sanskrit, Hindi, and several other languages of South Asia. In 1995 he received a Witter Bynner Foundation 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: Annuals of the Jack Kerouac School, edited with Anne Waldman; The India Book, a collection of essays; and Old Growth, a selection of poetry and notebooks.

Judith Simmer-Brown  
Religious Studies  
B.A., Cornell College  
M.A., Florida State University  
advanced graduate study, Columbia University,  
University of British Columbia  
Ph.D., Walden University  

Judith was trained in South Asian Religious Studies and Sanskrit at Columbia University, University of British Columbia, and Walden University. Before coming to the Institute in 1978, Dr. Simmer-Brown taught at Fordham and Western Washington Universities. She serves on the board of the Society for Buddhist-Christian Studies. She is completing a book on feminine principle in Tibetan Buddhism and presently serves as chair of the Institute’s Religious Studies department.

Steven Taylor  
Writing and Poetics, InterArts  
B.A., Glassboro State College  
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 a Ph.D candidate in ethnomusicology at Brown University.

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 HCl Publications in Kansas City, Missouri. His work has been exhibited in both group and solo shows. He has also practiced Tibetan Buddhism for over 20 years, directed a retreat center for 6 years, and an urban meditation center for 3 years. He is currently the Chair of the Visual Arts Department at Naropa.

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 is a 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 nearly twenty years of 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 currently teaches writing and literature to foundation year students and co-chairs the Foundation Year Department.

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 nuisance, 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, Jarrzy Grykowski, Julian Beck, Judith Malina, Jean-Claude van Itallie and Jean-Jacques Lebel among others in the formative years of ensemble theater in New York and Paris. She taught at Sarah Lawrence College and the New School for Social Research, and in 1974 created the Theater Studies Program at Naropa. In the Fall of 1991 she was guest artist at the Cleveland Public Theater. Currently she divides her time between Naropa and working with a Mudra Theater group in Europe.
Part-Time Faculty

David Abram B.A., Wesleyan University, Ph.D., State University of New York, Stony Brook. Author of a major sociopolitical book entitled, *The Spell of the Sensuous: Perception and Language in a More-than-Human World* which received the 1988 Leonhard Literary Award. Resident of scholarly fellowships from the Rockefeller and Watson Foundations. Has worked with indigenous healers and elders in Nepal, Indonesia and the Americas. Named by the Gne Rod in one of the 100 leading visionaries currently transforming the world.

Eleanor Alden L.C.S.W., University of Washington, Seattle, M.S.W., University of Puget Sound, M.B.A., has been a clinical social worker since 1968. She was on the faculty, teaching psychology to physicians at the Mercy Family Medical Residency Program in Denver from 1988 through 1988. She has been in private practice since 1984. She has studied Jungian Depth Analysis for six years at the O.C. Jung Center of Denver and the Inter-Regional Society of Jungian Analysts. Ms. Alden currently presides as President of the O.C. Jung Center of Denver.

Hamede 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 methodology in Colorado, California, and elsewhere. He is active in guiding students and training teachers in the Diamond Approach and in writing. He is also the pen name (Arabspeak) as 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. She served on the Board of Directors of Vajrapani and as President of the Lettering Arts Guild of Boston. Her paintings have been exhibited nationally.

Elia Amidon is founder of the Institute for Deep Ecology and the Boulder Institute for Nature and the Human Spirit. He leads professional training in ecology 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.* Elia teaches in the Druid tradition.

Howard Apovyan Ph.D., in Counseling Psychology, University of Oregon. Dr. Apovyan 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. For six years she worked 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 these positions and has been a clinical supervisor and process leader at Naropa. She has a private practice in Boulder.

Ann Zeidman Bardwell B.S.N., 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.

Thomas J. Barr Ph.D., University of Miami. Tom is licensed in Colorado as Psychologist, and in Florida as a Psychologist and Marriage and Family Therapist. He has 21 years of experience covering a broad range of clinical areas including drug and alcohol treatment, forensic psychology, marriage and family therapy treatment and training, and clinical supervision. Tom has a national reputation in the field of clinical hypnosis and behavioral medicine. He is past President and Fellow of The Florida Society of Clinical Hypnosis and an Approved Consultant and Fellow of The American Society of Clinical Hypnosis.

Anita Barrows B.A., San Francisco State University, M.A., Boston University, M.A., University of California, Berkeley, Ph.D., The Wright Institute. Licensed clinical psychologist with a specialty in the treatment and evaluation of children with neurodevelopmental disabilities and sexual abuse. Adjunct professor at the Wright Institute, Berkeley. Author of articles on Ecopsychological Approaches to Child Development and Asperger's Syndrome. Co-translator of Rilke's Book of Hours (German to English). Active in the development of inter-disciplinary studies of psychology and ecology.

Diane Bartko MA, ADTR, LPC, is a registered member of the Academy of Dance Therapy and a Licensed Professional Counselor. She has eight years experience working in the mental healthcare industry with a variety of clinical populations, specializing in Dissociative Identity Disorder, Eating Disorders, and Chemical Dependency. She is with National Health Services. Diane is currently working as a clinical nursing psychology supervisor to TINA MADT students. She also facilitates dance/movement therapy workshops which integrate the benefits of expressive arts and contemplative practices.

Laura Beer M.A., ACMT, holds an Advanced Certification in Music Therapy. She received her Masters degree from New York University, and did post-master's training with Clive and Carol Robins 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.

Ronald Billingsley M.A. and Ph.D from the University of Oregon. During his twenty-six years at the University of Colorado, Ron has taught courses in music therapy offered in six different programs and departments. Although Professor Billingsley has taught ethnic literatures from the beginning of his career (where he was rostered in African-American Studies and English) he has also participated in a number of interdisciplinary and experiential programs. His three journeys around the world with a Semester at Sea program served to raise his concern for global issues and environmental problems and prompted him to design a number of interdisciplinary global studies courses. For the last nine years Dr. Billingsley has served as the Academic Director of The Naropa Presidents Leadership Class at the University of Colorado, Boulder.

Jeffrey Bliska C.S.W., B.S., University of Maryland; M.S.W., Hunter College, has been an interdisciplinary 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. Bliska 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 Blits B.S.W., University of Maryland, Aikido Sandan (Fourth degree black belt) has been a student of Hiroshi Ildoa, Shihan since 1990. She has taught Aikido at The Naropa.
Part-time Faculty

Dennis Boggio  A.I.A., B.S., Ohio State University, M.A., University of Colorado, is the president of Lautz-Boggio Architects in Denver and is recognized as one of the leading architects in the design of retirement homes, 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.

Elisabeth Borden  B.A., Kansas State University, M.A., University of North Texas Center for Studies in Aging, Long-Term Care Administration. Mrs. Borden, a Colorado licensed nursing home administrator, has worked in the long-term care industry since 1976. She coordinated the development of the first two alternative care facilities in Boulder County. For four 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 embusman 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 Charter 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 motivations 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.

Sreevani R. Brinjal  B.A., Bangalore University, M.A., Ohio State University, M.A., The Indian Institute of Technology. Ms. Brinjal is an educator and community leader in multiculturalism, lecturer on India and Hinduism, presenter of Hindu practices and rituals, and teacher of Vedanta meditation. She currently teaches Introduction to Comparative Hinduism in the Religious Studies Department of The Naropa Institute.


Ann Marie Brook  M.A. in Applied Behavioral Science, B.A. Somatic Psychology, Certified teacher of Body-Mind Centering. Annie teaches as an adjunct faculty member in the Somatic Psychology and InterArts programs at Naropa. She has taught Body Mind Centering throughout the country and is a skilled educator with fifteen years experience as a psychotherapist in clinics, hospitals, public schools and private practice focused on somatic work. She has worked with infants, children, teens, families and individuals. Annie loves the outdoors and was an adventure guide in Africa and Mexico, leading hiking treks and sea kayaking. Her community work includes courses in contact improvisation, music and existential communications. She is a published poet and writes a column for Tramola: The Magazine. Her book; Body Mind Centering and Contact Improvisation, will be published in 1998.

Marlow Brooks, Graduate, Welsey Institute of Classical Acupuncture, has studied Classical Acupuncture in both England and the United States. She began her training with Dr. Peter Vogel, while attending the Naropa Institute. She also teaches Buddhism, Shambhala Training and Oriental Brush Calligraphy.


Jane Bunin  M.S., Brandeis University, Biochemistry; Ph.D., University of Colorado, Plant Ecology, has been doing ecological consulting since 1970 and 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, is currently 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, Astrot-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 time, the transformational effect of movement processes, the practice of dying, the opportunities in addiction, and a trust in personal essence. She has taught at several universities, and teaches and lectures internationally.

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.

Betty Cannon  Licensed Psychologist, Ph.D., Columbia Pacific University, Clinical Psychology. A native of Colorado, English Literature, has been a tenured professor at Colorado School of Mines since 1978. She has been a practicing psychotherapist since 1977 and a former trainer at the Gestalt Institute of the Rockies. Dr. Cannon is a national known lecture and workshop leader and is the author of Sartre and Psychoanalysis: An Existential challenge to Clinical Metatheory.

Michael Caplan  J.D., L.L.M. combines his knowledge of the legal system with his mediation, facilitation, and training skills. As a partner in the M. Caplan Company & a Senior Associate of CDR Associates, he works with business corporations, non-profit, and governmental agencies. His
Part-Time Faculty

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 Boulder Bar Association, the International Association of Facilitators and the Colorado Council of Mediators and Mediator Organizations and is an NLP Practitioner. He is on the faculty of the University of Denver College of Law, and of Naropa Institute, and teaches programs in communication, conflict resolution and facilitation. He has also studied, worked and lived in cooperative communities such as Essen Institute, Feathered Pipe Ranch and Arcosanti.

Megan Carnarius, LPN, Presbyterian/University of Pennsylvania Medical School, Riv, Froni Range Community College. Ms. Carnarius has studied and practiced massage therapy and aromatherapy in the U.S. and Europe. She was the Alzherimer’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.

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

Daphne Cheever, M.A., L.P.C., University of Colorado, Counseling, is a psychotherapist, sex educator and certified massage therapist who has been in the health professions since 1974. She has developed and taught sexuality and ethics, psychology and communication courses and supervised counseling interns at the Boulder School of Massage Therapy since 1984. Ms. Cheever has been recognized as a pioneer in sexual ethics in the bodywork field and has published articles about the therapeutic relationship in the Massage Therapy Journal.

Lee Christopher, M.Ed., Tulane University, M.F.A., Writing and Poetics, The Naropa Institute. Lee 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 Censorship. Since 1998, she has been Peace Jam Foundation’s lead writer for curricula for Nobel Peace Laureates Betty Williams, Rigoberto Banchu Tum, Oscar Arias, Desmond Tutu, Nelson Mandela, Aung San Suu Kyi, Mairis Cordogan Maguire, and His Holiness the Dalai Lama. Her most recent chapbook is The Hunt.

C.Y. Kaleonahie, B.F.A., University of Hawaii, M.A., University of New Mexico. Lithography Printer Certificate, Tamarrin Institute, Albuquerque, NM, German Language Proficiency Diploma, Defense Language Institute, Monterey, CA, 1996. Professional exhibiting artist with work shown at major sites in the country such as the LBJ Space Center in Houston, Texas, Tamarrin Institute in New Mexico, Robinson/Gilbert Gallery in Mesa to City and the W.K. Kellogg Foundation in Battle Creek, Michigan. Recipient of numerous awards for artistic accomplishment including: the Guardian Outstanding Local Discovery Award, San Francisco, 1991 and First Prize, University of Houston Lawdcole East End Show, 1989. Has led the position of Artist in Residence at the San Francisco County Jail and has been a guest artist and speaker at many universities. Has taught mask-making in numerous schools and colleges integrating T’ai Chi and Meditation into the Art programs.

Steve Clore has performed improvisational movement pieces under Barbara Dilley’s direction from 1974 to 1981. He has created costumes for the works of Meredith Monk and was a member of her company, The House, from 1975 to 1986. During that time he also performed with Ping Cheng’s Fiji Cook. He has also worked in Korea, China and Taiwan, and has continued to create solo and duet pieces with text, movement, short films and characters. He teaches theater to school children, university and professional students and has taught at Naropa since its early years.

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 Maitri 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 Karma Drigung 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, and 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 Colm, M.A., University of Colorado, English. Jack has had work published in nearly 100 magazines and anthologies here and abroad. His collections of poetry include Little Island, Arguing with Something Plate Said, and 4-Bit. 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 NFA Fellowships in Poetry. He directs The Kerouac School’s Project Outreach program.

Sharon Conlin, R.N., B.S., Nursing, University of Michigan; M.A., Counseling, University of Colorado, has been practicing psychotherapy for the past 18 years. Prior to that she worked as a nurse and taught nursing for 15 years. Her clinical experience includes 8 years with Boulder County Mental Health, 4 years in Auckland, New Zealand and 9 years private practice specializing in individual, couple, and group psychotherapy.

Carol Crutchlow, B.A., Creative Writing, Ohio Uni, spent her formative years on the stage with The Firehouse Theater Company, touring the U.S. and Europe under the direction of Sidney Walter. She is a founding member of the Holy Cow Theatre Co. in collaboration with Maggie Donaghy, Marty Deen and Tom Brown. Her most recent collaborative work has been with Les Worley at Naropa.

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

Richard Dart has been a student of the outdoors from more than 20 years and has studied with noted leaders in the field including Tom Brown, Jr., and Dr. James Halfpenny. He teaches and lectures locally throughout the Denver area. His teaching style incorporates the spiritual with the practical.

John Davis, B.A., Wake Forest University, M.A., Ph.D., University of Colorado. John is a Professor at Metropolitan State College of Denver, a teacher in the Ridgewood School (a spiritual work school under the direction of Hameed Ali/H. Almas), and a wilderness guide in addition to his teaching at Naropa. He has published on transpersonal psychology, ecology, 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, teaching sex education in schools and group homes. She is a clinical tutor for the Institute.

Christine Denning, M.A., The Naropa Institute, Transpersonal Counseling 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 Fey and Foster Gline. She works with children and
Part-time Faculty

parents, and adults and teaches parenting classes. She also is a consultant for private and community organizations, and schools on working with children, teens, parents, and families.

Adriana Diaz B.A., Calif. State Elementary Teaching Credential, Calif State Univ. Hayward, M.A., Holy Names College. Studied Psychology at the O.G. Jung Institute in Zurich, Switzerland 1972-3. Lecturer, writer and workshop facilitator at colleges and rehabilitation centers on art, psychology and personal development. Professional exhibiting artist with works being shown in California, New Zealand, and New Mexico at prominent schools and galleries. Contributed articles to magazines and sits on the advisory boards of many socially involved organizations. Author of the book "Freecing the Creative Spirit."

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

Maggie Donaghy B.A., University of North Carolina; graduated from The Neighborhood Playhouse, NYC, and studied with Urs Hagen, Sandy Meimier, Paul Curtis, and at Tuomupuisto. In the U.S. and Canada, Maggie has performed on and off Broadway, in stock, films and on TV. In Colorado, she appeared with The Shakespeare Festival. She is the artistic director of Holy Cow Theatre Company, and teaches at Looks Agency and The Naropa Institute.

Andy Dorsey M.A., Lesley College, M.A., Harvard University, is a faculty member of the Front Range Community College. 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 M.M., Yale University, is a bassoonist-pianist oboist who has toured and recorded for thirty years with clarinetist Richard Stoltzman. As a bassoonist, he has played with the Toronto and New Haven Symphonies and has recorded three RCA albums with Peter Serkin and Tashi. As a jazz pianist, he has toured and recorded with vibraphonist Gary Burton and bassist Eddie Gomez. In 1994, SOCAN (the Canadian equivalent to ASCAP and BMI) presented him with their classical composer of the year award. His compositions have been performed by major orchestras and chamber groups around the world. Bill has been teaching at The Naropa Institute for twenty years. He has recorded six albums of his music on terra Nova Records, the latest titled "Open Sky: Richard Stoltzman plays the music of Bill Douglas."

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 rainforest movement in 1986 and co-authored "Lessons of the Rainforest." She also has published many articles on paradigm change, Buddhism, and Ecology.

Ravi Dykema was granted the title Yogiroj, or 'yoga adopt' by his teacher, Swami Gitananda, during Dykema's four-year tenure at the early 70's as a student and faculty member of Gitananda's Yoga Vedanta University of South India in Pindicherry. Dykema has been teaching yoga classes and has had a private practice in yoga therapy for 17 years. He also publishes and edits "Nexus magazine."

Howard Edson has conducted hundreds of corporate management development, team building, and leadership workshops throughout the U.S. and Asia. He draws from his corporate career with Pan American, Hewlett Packard, and ARCO. He has taught courses in counseling skills, conflict management, entrepreneurship, communications, leadership, and team building. He was educated at Princeton and has done graduate work at Columbia and Pepperdine.


James Emery B.A. University of Colorado at Denver, PsyD., Naropa M.A. The Naropa Psychotherapy has worked extensively as a team leader and therapist in the Environment Treatment Model. His work has been primarily in the field of Geriatrics and that of major mental illness.

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 Miles & 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, Quimlan Bulletin on Long-Term Care Law, and Provider Magazines.

Mary Erickson MCA, CMT-FC, Hahnemann University, Music Therapy, is a music therapist in private practice in the Denver area. She directs the curriculum at the Breckenridge Episcopal Church in Denver. Mary formerly served as lead staff on the Colorado Developmental Disabilities Planning Council. She is an accomplished pianist and plays in a chamber music group in addition to teaching improvisational piano.

Sue Evans B.A., Adams State College, MA Counseling, Michigan State University, CH/ Clinical Herb Studies. She has studied and taught herbs and nutrition for over 7 years, she completed a clinical herbal internship program at The Center for Botanical Studies. She teaches classes in herbalism and has a private practice. She is certified "To Touch for Health," worked as a mental health counselor for 6 years and also has extensive experience in finance and accounting. She is currently the Vice Finance Officer of 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 and has been the college level since 1965. For the last 25 years she taught at Maharishi International University, an experimental college in Iowa, where students, staff and faculty practice Transcendental Meditation technique, and only study 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 Farrelly-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 thesis work with art therapy and eco-psychotherapy. Her paintings and sculptures are found in private collections in the USA and abroad.

Carole Fleming M.A., The Naropa Institute, has served as Administrative Director of the M.A. Psychology; Contemplative Psychotherapy Department. She is currently the chair of the admissions committee for the Transpersonal Psychology Department and adjunct faculty in Contemplative Psychotherapy and Foundation Year.

Mary Ford-Grabowsky B.A., Regis College, M.D., Ph.D., Princeton Theological Seminary, Postdoctoral Studies, Adenirdich Wilhelm Universitat, Bonn, Germany. Over 10 years of college level teaching experience. Editor of books including: Prayers For All People and Sacred Poems and
Prayers of Love. Conducts scholarly research in French, German, Spanish and Italian.

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

Lois Ann Fox (Cross/Blockhead) is a pipe carrier 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. Lois Ann was the recipient of the International Environmental Harmonious Planet Award, and is a member of the Advisory Council for the Environmental Studies Department at Norapa.

Wren Fritzlan, M.A., Contemplative Psychology, The Norapa Institute, grew up in Western Colorado and received a B.A. in Human Services from Mesa State College in 1982. His father was a minister of Church of the Good and Wren grew up with a strong sense of the connection between others to one's spirituality. He has worked with several different populations including the developmentally disabled, autistic children, the elderly, the seriously mentally ill, and people suffering from AIDS related depression. He has worked for the Mental Health Center of Boulder County for 9 years and currently serves as team leader for The Friendship House Team. In addition to his duties there, he serves on the board of the pro-bono psychotherapy team at Boulder County AIDS Project. He likes to sing and does so for the Boulder Chorales. He also enjoys water color painting.

Dove Freeman, M.A., L.P.C., is currently in private practice and has been since 1982. This practice consists of working with adults, children, and families using a variety of modalities with the primary emphasis on experiential work. In addition to teaching at Norapa for three years, Dove 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, M.F.A., Brandeis University, B.A. Poetry, Norapa 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 taught acting and voice in a variety of settings, most recently as a voice coach for the Colorado Shakespeare Festival. Extensive work with the Roy Hart Theater of France in recent years has deepened her curiosity to continue exploring the light and dark corners of the human psyche through voice.

Liz Gagnini, M.A., Buddhist & Western Psychology, The Norapa Institute, has worked as a psychotherapist and is also a certified Rolfe. She has taught "Psychology of Meditation" and meditation-related classes at The Norapa 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 in such areas as Psychology of Gender, Violence, in the Middle, The History of Philosophy & Psychology, and Research & Statistics. Branny has received four excellence in teaching awards since 1983.

Athena Girod, B.A., Contemplative Psychology, Health & Healing, The Norapa Institute; certified reflexologist, International College of Reflexology, London, England, Athena has been a practicing natural health specialist for eight years. She is originally from England where she established a natural health clinic and designed healing programs. She now resides in Boulder where her practice draws from a broad foundation of healing therapies including reflexology, aromatherapy, 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 working with eating disorders, trauma recovery, and body/mind issues, she has presented numerous workshops and seminars.

Elena Giulini, Ph.D., Georgetown University, M.A. in Somatic Psychology at The Norapa 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. She lives with her daughter Mara in Boulder, Colorado.

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

Kevin Gray, M.F.A., New York University; is the founder of Playback Theatre West. A classically trained actor, Kevin has appeared Off Broadway, and as Joel Reed on the soap opera " Loving. He has been a guest star on The Perry Mason show, and in the television movie, "The Chase." New in Denver, Colorado, Kevin has performed with the Denver Center Theater Company, has taught improvisational theater at UCD, and has appeared in many national and regional commercials. Kevin also works as a consultant in corporations, helping managers and executives get what they want in business and in their lives.

Cassell Gross, R.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 Norapa Institute, is a Certified Holistic Therapist. She graduated 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 transformational experience of one's own essential nature and relationship to the earth.

Jacqueline B. Halkerson, B.A., Howard University, M.A., Columbia University. Former head of the music department at Merritt College, Oakland, CA. Internationally known composer and arranger of Gospel, jazz and Broadway show tunes. Received a Certificate of Honor from the San Francisco Board of Supervisors for her work with youth.

Joan Halifax, Ph.D., is an anthropologist and Buddhist Teacher. She is a Dharmacharya in the Trip Hien Order of Thich Nhat Hahn and the author of several books including The Human Encounter With Death (with Stanislav Grof), Shamanic Voices, Shaman: The Wounded Healer, and The Power of 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.
Part-time Faculty

Bob Hall began his drumming career with the Irepo African Drum and Dance ensemble directed by Mr. Adetunji Jola. He has studied the indigenous rhythms of Senegal with the Master Drummer of that region. He currently co-directs the Tempe African Drum & Dance group with Tracy Kinoya Vasques and directs the nine-member African drum ensemble Kusanges Nobi. Bob is also the percussionist with World Report Band.

Carol Halpern B.A. Fine Arts, Kansas State University, is a first level certified teacher with the Scogsten School of Ikebana. Carol has studied Ikebana for twelve years. She studied with Choegyon Trumpa, Rimpochhe and helped present Dharma Art shows across the US. She is chairperson of the Kalapa Ikebana School. She was one of the original teachers at The Vidyai School, a contemplative elementary/middle school, where she taught Ikebana to children for seven years.


Sarah Harding B.A., The Naropa Institute. Sarah Harding has a background in Hindu and Buddhist meditation under great master Khen Rinpoche. Author of Creation and Completion, she completed the traditional 3-year retreat for lamas in 1980. She co-founded the Tibetan Language Seminar, a correspondence and teacher with the Naropa Institute in Tibetan Language. She is a faculty member of the Religious Studies Department of the Naropa Institute.

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 academic consultant to the award-winning PBS television series "Eyes on the Prize." He has taught at Pendle Hill Study Center, Temple University, and Spelman College. Among his publications are The Other American Revolution, There is a River, Vol. 1, 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 1979. Since that time she has worked at the Naropa Institute with Ugyen Shunn, Jules Levinson, and John Rockwell. She has been a member of the Nalanda Translation Committee since 1985. Currently, she is teaching Tibetan at Naropa, and studying with Dzogchen Kunsang Rinpoche. She is also editing and translating with Khempo Padma Sherab Rinpoche and Khempo Tsangyang Dorjy Rinpoche.

Rabbi Howard Hoffman B.A. Dartmouth College, M.A., Antioch-Potter Graduate School, Ph.D., University of Colorado. Rabbi Hoffman teaches Judaic Studies at the Naropa Institute. He has over 16 years experience as a psychodrama therapist and over 20 years experience teaching Torah, Kabbalah, Jewish History and Talmud. The Rabbi is a member of the Snowmass Conference for contemplative traditions (Snowmass, CO). He has also led spiritual wilderness retreats in the USA and in the Himalayas.

Gene Hooley B.A. Psychology, University of Massachusetts (Dartmouth), MED Education/Early Childhood, Antioch University. As a former primary school teacher of young children of all ages. She has been a teacher, observer, and trainer, and has taught a variety of classes and workshops for adults. She has most recently been the Assistant Director at Aiyana 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 Chadwick Society, and the American Rock Garden Society. He owns a landscape design and garden business in Boulder. He is also the co-author, with Eric Slavit, of What Makes the Crops Grow.

Dessie Howard B.A., Psychology, The Naropa Institute. Ms. Howard continues to study and garden with both Todd Simms and Arawana Hayashi. She is currently the head of the Nalanda Galgudi 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 teaches at the Contemplative Psychology, Gerontology, Engaged Buddhism, and Transpersonal Psychology programs at the Institute. Ms. Howard has assisted in the development of a number of innovative senior care residencies and consults for elder care agencies and facilities in the Denver-Metro area.

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 Pinion Management, Inc., Denver.

Priscilla Inkpen B.A., Hope College, M.Div., Yale Divinity School, M.A., University of Colorado, Denver. Ms. Inkpen has worked as a pastor within the United Methodists and Baptist traditions, and worked as a campus minister with the United Methodist Higher Education at CU-Boulder. Her diverse history and present interests span Women's Studies, Environmental Studies and Diversity Issues. She is the North American Coordinator for the International Alternatives to Contraception, a Thailand based organization under Solak Swarakia which challenges overconsumption. She teaches Introduction to Contemplative Christianity at The Naropa Institute.

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 Bahringer Oken; 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, 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 with women and children for the past 10 years. In addition to teaching at Naropa, she is an assistant 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 especially in 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.

Kristen Iversen Visiting professor and author Kristen Iversen 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 assistant 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 especially in 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 Jerebek B.A. Syracuse University, Accounting; M.A. University of Wisconsin, Sociology; is president of Pinion Management Company, Inc., and is recognized statewide in Colorado for his dedication to high quality health care. He has written extensively on health care cost containment and computer program management. Mr. Jerebek led the implementation of the first comprehensive psychosocial long-term care model for the chronically mentally ill in Colorado.
Part-Time Faculty

He is the majority owner of 18 Colorado and New Mexico nursing homes.

Giovannina Jobson M.A., The Naropa Institute, Ms. Jobson has been a student of Chogyam Trungpa, Rinpoche, since 1972 and has been involved in the study of Buddhism for over 25 years. She is a meditation instructor, Shiatsu Training Director and has taught meditation programs on a variety of subjects. In addition, she has lectured on the Tibetan Book of the Dead and other Tibetan Buddhist topics. She is supervising the M.A. Buddhist Colloquium.

James Jordan Ph.D., University of Denver, is the co-founder of the Denver based Native American Counseling, Inc., Program Director for North Range Behavioral Health (Fort Lupton Office); Editor of American Indian Community Mental Health; Adjunct Faculty member at the University of Denver's University College; and Adjunct Faculty member at The Naropa Institute. Dr. Jordan, a member of the Choctaw Nation of Oklahoma, has traveled world-wide and brings both American Indian and cosmopolitan world views to his lectures. In addition to psychotherapy, he is an artist and lecturer on Cross-Cultural Psychology and American Indian Art.

Sudarshan Kapur is the director of the Ghandi-Hamer-King Center for the Study of Religion and Democratic Renewal. He holds a Ph.D. from the Johns Hopkins School of Theology. He is the author of Raising Up a Prophet: The African American Encounter with Ghandi.

Lynne Katzmann B.A., Tufts University; Ph.D., London School of Economics, Department of Health Economics, specialization in the study of health policy and international 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 Menninger Institute, a specialized family therapy program. She is a board-certified family therapist and has been involved with the long-term care industry since 1981. Since 1986, she has practiced psychotherapy and taught as an adjunct faculty member at Naropa with a focus on addiction and psychosis. She is licensed as a medical cannabis practitioner as well as a practitioner of plant spirit medicine and therapeutic touch.

Ryan Kennedy B.A., University of Oregon, BSN Regis University, M.A. The Naropa Institute, is a member of the Academy of Dance Therapists Registered (ADTR), a licensed Professional Counselor (LPC), a Registered Nurse (RN), a Level Three Certified Addictions Counselor (CACC), and a Certified Massagetherapist (CMT). In addition, he has completed extensive training in marriage and family therapy and is a certified domestic violence counselor. Mr. Kennedy’s clinical background includes extensive work with chronic and persistent mental illness, trauma and dissociative disorders, addiction and recovery, domestic/family violence and living with life-threatening illnesses. He has been teaching from a holistic, body-positive, movement-oriented perspective since 1988 and is currently teaching at the Mount Hossom Chapter of the American Dance Therapy Association and maintains private psychotherapy practice in Denver working with individuals, couples and families.

Kyoko Kita, Sensei is a Rijji (highest-level teacher) in the Sogetsu School of Ikebana. She has been teaching Ikebana for 25 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 students since 1983.

Bob Roehlin B.A., Colgate University, M.P.S. with distinction in Art Therapy, Pratt Institute, is a Licensed Professional Counselor and certified 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 on SOM with Mark Isham, and two solo albums, Melissa Spina 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 provocative approaches to teaching piano, improvisation and ear training.

I Made Lasminawan Indonesian College of the Arts; was born in the village of Bangkalan on the island of Madura, Indonesia. Strongly influenced by his family and involved in the arts since childhood, he entered Kokar (Conservatory Karawitan) and continued his studies at Academy of Indonesian Traditional Music (ASIKI) in Central Java in 1983. Since receiving his degree and became a full-time instructor at ASIKI, Lasminawan has traveled throughout the world teaching and performing with his wife Yuni Lasminawan. In the U.S. he has taught at San Diego State University and Colorado College and currently leads the Denver-based Gamelan Tunas Mekar.

Jack Lavino B.A., Brown University; M.A., Northern Arizona University; Internationally Certified Alcohol and Drug Abuse Counselor. Jack is fascinated by the interrelationship among addictive behaviors, attachment and bonding disruptions between parents and children, childhood trauma, and dissociative behaviors. He is currently writing a book on the contribution of attachment disorders to 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 government, and currently works with families, couples, children, and individuals in his private psychotherapy practice, Addiction and Attachment Counseling and Educational Services in Boulder.

Adwoa Lenuileux M.A. Dance Therapy, The Naropa Institute, has been practicing Contact Improvisation since 1981. She has deepened her practice through intense intensive with a teacher, dance therapist, performer and mother. She is currently exploring CI with those who have suffered abuse through touch. Adwoa creates a safe environment in which to explore varying levels of being touched. She teaches at an elementary school working with conflict resolution using movement and physical contact. She has taught CI at the Naropa Institute for the past ten years as an adjunct faculty member as well as serving as a regular guest artist through the School of Continuing Education and at the University of Colorado/Boulder, University of Utah, and the West Coast Contact Improvisation Festival. She continues to teach privately in groups or with individuals to explore the depth of this dance form.

Genevieve Lim B.A., M.A., San Francisco State University. Recipient of many awards for her creative, written collaboration in theatre performance since 1986 e.g., John D. Rockefeller Foundation Award 1991; Distinguished Award for California, The San Francisco State University Foundation, 1990. Twenty years experience as a poet, instructor, lecturer and artist in residence. Experience as a copy editor, scriptwriter, project investigator and freelance reporter.
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 QaLife Wellness Community where she facilitates groups and weekend programs. A licensed professional counselor and a Certified Tai Chi Instructor, she has a private psychotherapy practice specializing in grief and loss issues.

Cara Luneau M.A., The Naropa Institute, Buddhist 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 1986.

Michael Mansfield B.A., St. Louis University, M.Div., Graduate Theological Union, Post-graduate Diploma, Theatre Arts, Arts Educational Schools, London, Doctor of Ministry candidate, University of Creation Spirituality 18 years of experience as a youth educator, liturgical ritual director and dance teacher. Served as a chaplain for 6 years. Has led the Learning Through Education and the Arts Program (LEAP) in the Bay Area. Six years of teaching experience as a faculty member at the Graduate Theological Union, Berkeley. Two years as a faculty member and campus minister at Holy Names College. Miss Mansfield facilitates programs with inner city youth bringing ritual and interfaith awareness into liturgical expression.

Bernie Marek, M.A., University of Wisconsin, studied at the Edinburgh College of Art, Scotland and trained in Gestalt and expressive therapies at the Fellini Institute, Italy. He has held the position of instructor of art at the Kalamazoo Institute of Art. Currently, he is on the faculty of the Naropa Institute's College for Women's College. He 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 Marie M.A., has practiced in the field of bodywork and psychology since 1987. She is the founder and co-director of Integrative Body Psychotherapy of Boulder as well as a course consultant for Regis College. She is currently on the teaching staff for IBF of Boulder and is adjunct teaching faculty for the B.A. Contemplative and Somatic Psychology Departments, and supervisor for the Somatic Psychology Department at Naropa.

Jill Martin B.A., California State University, Fullerton, M.A., Holy Names College. Extensive media production experience. Extensive experience working with diverse communities and organizations. Has produced and directed ten major techno rituals (for 400 or more people) over the past two years.

Gina Martin-Smith B.A., University of Denver, M.A.: The Naropa Institute in Transpersonal Counseling Psychology specializing in Buddhist studies. She has worked in private practice, at The Mental Health Center in Boulder, and at The Naropa Institute, in advising, admissions and teaching. Whatever work she does, it is in the context of exploring consciousness, through meditation, study, active imagination, conversing, accompanying, being.


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

Betty McAfee, B.A., Wilson College, Elementary Teaching Credential, California State University, Hayward, M.A., Holy Names College, Adjunct faculty, Starr King School for the Ministry, Graduate Theological Union, Berkeley. Twenty years of experience as an elementary school Professional. Exhibiting photographer and film-maker, titles include: "Waking Up: One Woman's Lifestory" multimedia presentation, 1984-present and "What's the Cost of Your Breath?" Video production and recipient of the 1992 National Educational Media Bronze Apple Award.

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 Southwest Studies, Mark worked as a river guide in Colorado, New Mexico and Utah. He worked with AmeriCorps national service program, and also teaches at Front Range Community College. Mark is a founder of the Boulder Creek Watershed Initiative and has published Waterwise: The Wet Gazette.

Loretta McGrath B.A., Interdisciplinary Studies, The Naropa Institute, M.A., Communication and Linguistic Anthropology, Vermont College of Norwich University. Over the last five years, Loretta has been an adjunct faculty member in the Foundation Year, B.A. Psychology, and Environmental Studies departments. Loretta has practiced Shiatsu since 1986 and is a certified massage therapist with a private shiatsu practice in Boulder. During the summer, Loretta explores her passion for the languages/landscape relationship through her flower gardening business, Gardening Arts.

Judith McKinnon Certified Massage Therapist, Gamma School of Massage, 1977. Five years of study at the Tibetan Buddhist Center Nyingmat Institute, 1973-78. Fifteen years of on-going study of yoga theology, SYDA Foundation Yoga Training, SYDA Ashram, South Fallsburg, New York, 1973-88. Fifteen years of on-going study of Somatic Therapy with Stanley Kellem, D.C., Center For Energetic Studies, California, 1975-80. Study of meditation and ayurveda in Chouepuri, India, 1981. Personal study of Buddhist therapy with Earl Kramer, M.D., California, 1971-81. Personal study of family therapy with internationally known teachers Carol Guammer Ph.D. and Marty Kirshenbaum Ph.D., 1973-76. Well-regarded educator in the field of yoga, massage and somatics. Founder and Director of a successful private post-secondary vocational school of massage and bodywork, training thousands of students from around the world. Graduate credit for this work has been granted by schools of psychology and theology. Pioneered the creative use of touch in working with addictive disorders, major trauma, family therapy and spiritual counseling. State of California gubernatorial appointee to the Physical Therapy Licensing Committee (a branch of the California Medical Board), initiated and developed a committee that formed the Somatic Division within the Association for Humanistic Psychology, conceived, organized and developed the first National Bodywork Conference, 1988.

James Meadowe, B.A., University of Chicago, Masters degree candidate, The Naropa Institute. Before coming to Naropa, James taught English and history at the high school and middle school levels for several years and co-founded the REACH program, an independent summer school for African-American young boys. James became a practicing Buddhist two years ago and is now an assistant to the Buddhist Monastery. He currently teaches in the Religious Studies Department.

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

Fred Miles A.B., Doone 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 founder of Creative Health Services: A Model for Group Nursing Practice, and numerous articles on health care published in The Colorado Lawyer and Provider Magazine.

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 resources to People Living with AIDS. In addition, she is a published poet, a storyteller and a mother.

Kekuni Minton MBA Maharishi International University, Ph.D., Clinical Psychology, Union Institute, is an instructor of Hakomi Integrative Scenics. He is also a certified Hakomi therapist and a certified Integrative Body Psychotherapist (Rosenberg-End Institute). Mr. Minton has been in private practice as a psychotherapist for six years. His background includes 10 years meditating at Faruha, a Vedic monastery.

Cynthia Meikle Studied at University of New Mexico, Eastern New Mexico University, San Francisco Academy of Art, Cynthia has been in Visual Arts since 1973 she became a student of Kyobje Kahi Rinpoche and began the art of thangka painting. Her work appears in Buddhist publications, private collections, and at Buddhist monuments in the United States and India.

Kathleen E. Moore B.A. Antioch University, M. Ed. Harvard University, Counseling and Consulting Psychology, is a licensed professional counselor in the State of Colorado. She has held a variety of clinical and clinical administrative positions at McLean Hospital, Boston; St. Anthony's Hospital, Denver; Big Sisters of Colorado; Boulder County Safehouse; and with a managed care corporation. She maintains an active practice in which she integrates the brilliance of both Western and Eastern traditions.

Rennie 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. Rennie also maintains a private practice of psychotherapy in Boulder.

Linda Morrell B.A., Colorado State University has studied yoga for 13 years. Currently, she studies and team teaches with Yogi raj Ravi Dykema 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 1985. He has served on the faculty and board of the Gestalt group of Michigan and Ontario and was the founder of Orenda, Association for Holistic Health in 1978. He is a psychotherapist, homespun, educator, and group leader who has been committed to meditation practice for 51 years and body/mind therapy for 25 years.

Joshua Mulder Attended California Institute of the Arts; graduate study at the University of Colorado; Mulder studied visual dharmas with Chogyam Trungpa Rinpoche; thangka painting with Sherab Palen Ben and Tendzin Rongpa; mandala construction with Tenga Rinpoche; and sculpture with Chagdul Tulku Rinpoche. He is the Art Director for the Great Stupa of Dhamakaya, which is under construction at the Rocky Mountain Dharma Center.

Duane Muller, L.P.C., is a licensed psychologist, consultant, educator, and co-director of The Gestalt Institute of Colorado. 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 profound, multi-faceted, hope-filled vision, and an intuitive wisdom with his clinical skills.

Kathy Naman B.S., Indiana University, MA, 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 Brain Injury Rehabilitation Program. Ms. Naman has led in private practice as a licensed professional counselor since 1990. She has served as an adjunct faculty member in the Contemplative Psychotherapy Program at Naropa for more than 10 years, and has been an internships coordinator with the Gestalt therapy program since 1995.

Susan Nimmakeminda 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 1995, working with individuals, groups, and families. She has worked with The Raps Crisis Team 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, watercolor, and painting at the School of the Art Institute of Chicago and at the Milwaukee Institute of Art and Design. In 1978 he was a visiting artist at The Artist Atelier 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 creative and spiritual growth. She currently teaches with the C.G. Jung Center, a 'branch' of the Inter-Regional Society of Jungian Analysts, offering training to prospective Jungian analysts. She also teaches classes on her own, in fairy tales and dream interpretation.

Sandy Novak, M.A., MS, NCC, has recently been awarded a grant to teach family therapy and humanistic psychology at the University of Latina. She will teach students, therapists, and government employees working with parenting issues. She has been asked to present her Naropa Masters Thesis during her two week stay. In Boulder, she has a private practice in individual and family therapy.

Heidi O'Brien 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 clairvoyance.

Brad O'Sullivan is a letterpress printer, bookbinder, and graduate of the M.F.A. Writing and Poetics Department at The Naropa Institute. His new book is Painting at the Direction of Sound.

Dottie H. Ostman, M.A., A.T.R.-BC, George Washington University, Art Therapy, has been practicing art therapy primarily with children over the past 25 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 process to a new culture. In addition to teaching in the art therapy program at Naropa, Dottie paints and exhibits her artwork, practices yoga, and conducts art classes and art therapy from her "Make Room for Art" studio.
Part-Time Faculty

Paul Oertel B.A., University of California, Berkeley, M.F.A., NYU. School of the Arts, Acting. He moved to Boulder in 1976 as a founding member and principal performer of The Nancy Spansion 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 College of Massage Therapy. Additionally, he is a Jin Shin Jiyutsu practitioner.

Pat Ogden, M.A., is a founding member of the Hakomi Institute, serves on its Trainer’s Board, and is the originator and Director of Hakomi Integrative Somatics. Trained in a wide variety of somatic approaches, she is a Structural Integrator (Guild for Structural Integration) and a past faculty of Ergos Institute (founded by Peter Levine, specializing in healing the effects of trauma). Over the past 20 years, Pat has worked with a diverse population, including the terminally ill, prison inmates, survivors of trauma, and psychiatric patients. Numerous articles on her work have been published internationally, and she is currently writing a book about Hakomi Integrative Somatics. She lives and practices in Boulder, CO, and conducts trainings internationally.

Akhilah Oliver, B.A., New College of San Francisco. Akhilah is a poet, performance artist, and teacher. She has read and performed experimental, investigative performance art as a solo artist and in collaboration. She was a member of the performance group Sacred Nature Girls. She is currently working on a book of poems titled She Said, a mythological theory of memory and place. She holds a Ph.D. in Renaissance.

Liv Oppenheim, B.Sc., Bergen Technical College (Norway). M.A., The Naropa Institute, Contemplative Psychotherapy, has studied and practiced Tibetan Buddhism for thirteen years. She has been a counselor and meditation teacher at the Institute and at various retreats, and maintains a private practice in psychotherapy.

Rolf Osterberg, J.D., University of Stockholm, an executive and social consultant, author, and lecturer, has worked developing innovative management philosophy and practices. Former CEO of Scandinvia’s largest film company Svensk Filmindustri. Former president of the Swedish Newspapers Association. She has served on the board of 20 companies in the field of mass media, manufacturing, real estate, and hotels. Author or co-author of several books including: Search for Meaning in the Work Place, and Corporate Renaissance.

Paula Palmer, M.A., Michigan State University (Sociology), spent 20 years in Central America working with a variety of communities to develop culturally appropriate strategies for sustainable development. In collaboration with indigenous and Afro-Caribbean communities she has published five books on '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 1978 as a teacher, geochronist, and geologist. He currently works as an environmental consultant.

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, OH. In private practice in Boulder and Westminster, Colorado. Mr. Patton’s expertise in relationship issues has positioned him as a noted speaker/lecturer in the Denver/Boulder area.


Deb Piranian, M.A., Transpersonal Counseling Psychology: Art Therapy, The Naropa Institute, Ph.D., University of Washington, Slavic Linguistics, is a psychotherapist in private practice and with West Pines Psychiatric Hospital as well as a course director for the Colorado Outward Bound School, specializing in wilderness therapy.

Suzanne Pope, Ph.D., is the Clinical Director of The Center Institute for Marriage and Family Counseling, 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, Suzanne often infuses the material with 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 has 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 Gestalt Institute of Denver. She has worked on the Boulder County Hospice massage team with terminally ill patients and their families.

George Ramsey, M.P.A., The Naropa Institute, Buddhist and Western Psychology. George has worked in the fields of physical and psychological health since 1972. He has been a therapist and intern supervisor for the Geriatric Team of the Mental Health Center of Boulder County since 1987 and an Adjunct Faculty member at Naropa for several years. He became a student of the Vidyadhara Chogyam Trungpa Rinpoche in 1974 and is a meditation instructor as well as an instructor of hatha yoga.

Max Regan, M.P.A., The Naropa Institute. Max is a poet, playwright, performer and teacher. Her most recent books are Poised and All’s Fair. She is the Director of Conferences for The Naropa Institute.

JoHanna Reilly, ND, Dipl. Ac., B.A. University of Colorado, Roberts Stacks, B.S. Nursing Major, Naropa Institute, Biology. JoHanna is a Naturopathic Physician and Diplomat of Acupuncture. She specialized in the study of acupuncture and graduated as a doctor of Naturopathic Medicine in 1983 from the National College of Naturopathic Medicine in Portland, Oregon. She received her Diploma of Acupuncture from the National Commission for the Certification of Acupuncturists in 1991. Jollandahl practiced for eight years in Montana and has had a practice in Boulder, Colorado since 1990.

Alice M. Renton, M.A., University of the Americas (Puebla, Mexico) Alice has been active in early childhood education for over 25 years, including 15 years as a Montessori educator in her native Mexico. She teaches philosophy at the Montessori Education Center of the Rockies. She has been active in Montessori teacher education in the U.S. and Latin America, as well as training and consulting with bilingual/multicultural and migrant education programs. An international speaker, Alice consults and trains throughout the U.S. and Latin America, including workshops at Naropa over the past five years.

John Reubstok is a performer, mask maker and buffalo at heart. He has directed a number of plays and musicals, a member of Theater Gate at Keith Johnstone’s Loose Moose Theatre and studied masks with the UMO ensemble. His work is influenced by Charles Chaplin, Federico Fellini, Oscar Wilde, Monty Python and Daffy Duck.

163
Part-Time Faculty

Cara Reeser B.A., Sarah Lawrence College, M.F.A New York University, TSON. Cara has performed in work by Maxine Moomon, Ralph Lemon, Deborah Jowitt and Claire Maxwell. She studied under master Pilates teacher Kathleen Sandman Grant and is a certified Pilates Instructor. In Colorado, Cara began teaching Pilates, contemporary dance technique, composition, and improvisation. In 1994 Cara created Still Movement for which she is Artistic Director. Cara has received grants from The Boulder Arts Commission and The Colorado Council for the Arts for her work with Still Moving Ensamble and The Mariposa Collective (with whom she currently works). Cara teaches at The Colorado Dance Festival and the Dance Theater Festival in Greeley. She lectures and teaches workshops year round.

Robert Rice B.F.A., M.A., Kent State University, M.A., University of Louisville. Independent study of modern dance at the University of Minnesota and with numerous New York choreographers. Independent study of dance therapy and 30 years of college level teaching experience. Teaches workshops on dance and Creation Spirituality internationally.

M.C. Richards A.B., Reed College, M.A., Ph.D., University of California, Berkeley. Author of numerous books of poetry, philosophy and art including: Centering in Pottery, Poetry and the Person and Opening Our Moral Eye. Fifty-five years of college even teaching experience. Translator of Anton Artaud’s famous work, The Theater and Its Double (French to English)

Rev. Foy Richey, a Disciples of Christ clergy, is director of Pastoral Care and Education, Colorado Mental Health Institute at Fort Logan, Denver, where he serves as on-site supervisors of CPE interns. Rev. Richey is the president of Rocky Mountain Pastoral Care and Training Associates, an Association for Clinical Pastoral Education supervisor, a fellow in the College of Chaplains, a member of the American Association of Mental Health Clergy, and a 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 CID and is a Patient Representative at Boulder Community Hospital.

Elizabeth Roberts Ed.D Harvard University, is a writer, teacher, and co-director of the Institute for Deep Ecology Education. She lectures internationally on the personal and cultural implications of the global environmental crisis. She has created, natural education programs to promote education, women in development and urban sustainability. A student of Thich Nat Hahn, she is editor of Earth Prayers.

JoAnn Robinson Ph.D. in Human Development and Family Studies, Cornell University, has taught child development classes at the University of Colorado and Metro State. She is currently the Research Director of the Mac Arthur Longitudinal Study, a multi-site study of childhood development. Her interests are in the area of applied child development research.

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

David Rugenstein, B.A., The Naropa Institute, a graduate of Naropa’s B.A. Psychology program, is a life long percussionist, 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. He has presented his workshops, seminars, and Music Therapy Conferences and at many conferences in Boulder.

Valerie Sanford, a student and practitioner of the Shambhala and Buddhist traditions since 1973, has taught Shambhala and Budhaharama in the United States and Canada. She attended Ohio University, Universidad de los Americnas in Cholula, Mexico, and The Naropa Institute.

Jayotsa Sanyagiri Bachelors of Commerce and Economics, Bombay University M.B.A., Tulane University, Ph.D., University of Pittsburgh. Dean, Organisational Programs, California School of Professional Psychology, Alhambra 1993-present. Assistant Director, Academic Director and Professor of Professional Psychology 1989-present. Academic Vice Professor and Director of Business Administration, Armstrong University Berkeley, California, 1985-88. Author or co-author of over 15 scholarly articles published in academic journals.

Bill Scheffle B.A. San Francisco State, M.F.A. in Writing and Poetics from The Naropa Institute. Bill has taught Shambhala Training for 17 years. He writes poetry, paints, and teaches creative writing in the Boulder community.

Mary Schlesinger Ph.D. University of Iowa, has been offering Gestalt therapy in Boulder since 1970, first at the University of Colorado Counseling Center and for 16 years in private practice. Her work with individuals and groups is an integration of Gestalt, psychodrama, hypnotherapy and interactive imagination. Mary sees teaching as a collaboration where participants together create the fertile ground needed for each person to grow in their own way of being a therapist and their own way of Being.

Julie Seko studied under Bonnie Norman at the Woman’s Choral Center in Los Angeles. A letterpress printer and book designer, she is president of the Book Arts League of the University of Colorado, and works on the editorial staff of Westview Press.

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.

Ivy Sigel Pey, 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.


Laura Simms is an internationally renowned storyteller and performance artist. Her stories range from traditional fairy tale, myth, epic and folklore from all over the world to tales from contemporary true life. Her major performance works have included: The Seven Princesses, Women and Wild Animals, and Persophone Ascending. She has studied with contemporary theater artists, Martha Graham, Margaret Mead, Joseph Campbell, The Roy Hart Voice Theater, Native American and Mestizo Storytellers, and Chogyam Trungpa Rinpoche.

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 1994, and received the Right Livelihood Award in 1995.

Susan Skjel 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 Maithri Space Awareness program in 1984, and is currently providing organizational consulting services at Northside Group, Inc. for a variety of organisations in the Denver metro area.

Hollis Smith M.A. Guidance and Counseling, Univ. of Colorado, presently supervises the Boulder County Sexual Abuse Team. She has worked on the team for the last 10 years.
and in addition has a private practice treating adult survivors of incest and sexual abuse. Ms. Smith has written on "sibling incest," and has been a consultant 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 Tibet Buddhist study and practice. Additionally, he holds certification in Body Centered Therapy, Radiance Breathwork, Eye Movement Desensitization, Cranial-Sacral Therapy, Applied Kinesiology, Hsin Shin Do, and Psychosynthesis.

Lou Stenger, M.A., Texas Women's University, M.A., The Naropa Institute, M.S., The American University, 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.

Julian Stollmeyer M.A., The Naropa Institute, Contemplative Psychotherapy. Mr. Stollmeyer is a therapist at Psychosynthesis in Berkeley, will be a counselor at the Color Institute for a Sustainable Future, a non-profit educational organization which offers training programs for professionals and students that cross-fertilize spiritual practice with social action. In addition, he is a wilderness rite of passage guide with Earth Rites, Inc. of Denver.

Brian Swinmure, B.S., Santa Clara University, M.S., Ph.D., University of Oregon, Professor of Cosmology, California Institute of Integral Studies, San Francisco, 1994-present, Professor, Institute in Culture and Creation Spirituality, Holy Names College, 1983-89, Assistant Professor, University of Paget Sound, 1978-81, Co-author with Thomas Berry of The Universe Story, a fundamental text in the New Cosmology and author of three other books. International renowned lecturer at major universities, conferences and academic societies.

Bruce Swinehart, B.A., Religion, Boulder College; M.A., Counseling, University of Colorado, has 15 years of experience in youth development and family support programs as a therapist, trainer, program manager, and senior-level administrator. Most recently, as Director of the City of Boulder's Division of Children, Youth and Families, he supervised the Boulder County Intervention Program and oversaw the development and implementation of the Family Resource Schools, a unique partnership between families, schools, and community service providers. Bruce is currently self-employed as a consultant in organization development, facilitation, mediation, and strategic planning.

Lisa Sydow, M.A., L.P.C., Contemplative Psychotherapy, The Naropa Institute, is a psychotherapist in private practice in Boulder. She also works at the 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.

Jeremy Taylor, B.A., M.A., S.U.N.Y. at Buffalo. Renowned author of many books including: The Living Labrynth, Dreamwork, Where People Fly and Water Runs Uphill, Former director of the Marin Headstart Program. Leading researcher and teacher in the field of dreams, Jungian psychology, mythology and spirituality. Faculty member at the Institute of Transpersonal Psychology, Palo Alto, CA, St. Mary's College, Moraga, CA, and Starr King School of Ministry, Graduate Theological Union.

Luisa Tisch, Ph.D., Open International University Institute of Human Sciences. Interfaith ministers license, the World Council of Churches. Initiated eider in the Inca/Chicha tradition of West Africa. Published writer on the subject of women's rites of passage, ritual and spirituality. Professional performer who invokes ancestral stories and sacred expression in many venues including; theatres, schools, community centers, and churches. Professional spiritual and creativity counselor. Faculty member at the California Institute of Integral Studies.

Bruce Tift, LMFT, M.A., The Naropa Institute, Contemplative Psychotherapy, B.A. Swarthmore College, Sociology and Anthropology, has been in private practice since 1976 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.

John Torres, M.A. University of Colorado, is currently Executive Director of Golden West Senior Residence in Boulder and a member of C.A.R.S.A., A.S.A., A.L.P.A., and The Colorado Gerontological Society. He has also served as Executive Director of the Colorado Association of Homes and Services (C.A.R.S.A.).

Rabbi Mordecai Twersky, D.Div., Yeshu M K Ker Chaim in Brooklyn, is a rabbi and Dean of Talmudic Research Institute, which was founded by his father. He was born and reared in Denver. Upon the passing of his father, he returned to the rabbinate and assumed the directorship of T.R. The rabbinical heritage of the Twersky is traced back to Biblical times. In addition, the Twersky rabbis are a lineage of the Chassidic heritage from the Rabbi Israel Baal Shemtov, the 17th century founder of Chassidic thought.

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 meditation, arbitration, and custody evaluations, in which she has extensive training. She is currently president of the Boulder Interdisciplinary Committee on Child Custody Issues.

Robert Unger, Ph.D., University of Colorado; M.S.W., Hunter College, is in private practice in Boulder, Colorado. He is on the faculty of the Colorado Center for Modern Psychosynthesis 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.
Part-Time Faculty

Robert has a special interest in working with conflict and aggression in the group setting.

Mike Vargas, Composer/multi-instrumentalist, is an assistant professor at the University of Colorado at Boulder. He has been composing and performing music since the early 1970s and has spent the last 20 years working not only in the field of dance, but also in theater, film, visual and performance art and community-contemplative settings. Mike has created over 60 works, including 20 modern dance scores, many of which have been presented throughout the United States and Europe. He has worked in Indonesia, New York City, Washington, DC and Colorado and is teaching at the University of Colorado and Naropa.

Tracy Kiteya Vasquez has been studying African Dance for 10 years in Colorado, New York, France and the Ivory Coast, where she lived and studied Les Guerriers National Dance Company. She has had the honor of studying the dancing traditions of Senegal, Guinea, the Ivory Coast, Ghana, Benin, Nigeria, the Congo, Haiti, Brazil and Cuba, all with people indigenous to each country. She teaches and performs throughout Colorado and was the principal dancer and Director with Temendii, a multiracial, multigenerational African Drum and Dance Ensemble from 1990 to 1997.

Clarke Warren has studied Far Eastern philosophy, religious studies, and Tibetan language at the University of Colorado and The Naropa Institute. He has practiced Tibetan Buddhism for the last 30 years and travels widely, teaching meditation and topics in Tibetan Buddhism for meditation centers. Clarke has been an adjunct faculty member at the Institute since its inception in 1974, and for the last three years has been the Director of The Naropa Institute's Study Abroad Program in Nepal. He is a director of Friends of Saramang, an aid program in Eastern Tibet, and is a member of the Nalanda Translation Committee.

Philip Weber, M.D., University of Washington, served as a medical consultant with the Berkeley Community Clinic, the East Bay Health Alliance, and clinics in Oakland, California. He has taught preventive medicine at the University of Colorado School of Medicine, is studying medical education in Boulder.

Larry Walsh, M.A., The Naropa Institute in Buddhist and Western psychology, has been working with others psychotherapeutically for the last 25 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 Maitri Psychological Services, working with the chronically mentally ill, adults, families, couples and children. He went on to earn a Bachelor's degree in Oriental medicine and now has a private practice in health and healing integrating his psychotherapeutic work with traditional oriental medicine. His hands on work with others includes the body work of zero balancing. He is presently completing a 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 1985. 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.

Gerry Shishin Wick, Sensi B.A., Pomona College, Ph.D., UC Berkeley Shishin Wick is the dharma successor of Taizan Maezumi Roshi. He was ordained as a Zen priest in 1978. He has been studying Zen for over 30 years and teaching for over 15 years. He is currently the spiritual director and president of The Great Mountain Zen Center in Boulder, CO. His Ph.D. is in Physics and he has worked as a professor, journalist and software developer. Shishin Wick is a faculty member of the Religious Studies Department.

Karen Wilding, B.A., University of Rochester; M.S.W., University of Denver. Ms. Wilding is a LCSW (Licensed Clinical Social Worker) in the Boulder area. She is currently Director of Counseling at September School, an alternative high school, and President of the Board of the Boulder County AIDS Project. Ms. Wilding also has a private practice.

Hiromi Onishi Wiener, Sensei M.A. University of Colorado, studied Chado (the Way of Tea) and Ikebana while growing up in Kyoto, Japan. She studied the Urskene School of Tea with the past Soja Kanazawa Sensei, a Gyotai, and has been teaching Chado since 1983. She studied Ikebana with Chiyoko Yamamoto Sensei, one of the most renowned teachers in the Mino-Nakayama-Bungo school. She holds teaching certificates for both Chado and Ikebana.

Lucien Wulsin, A.B. Harvard University, L.L.D. University of Virginia. Lucien is the founder of the Gerontology program at Naropa and served as Chair of the Gerontology Department from 1990-1996. He is a former President and C.E.O. of Baldwin United Corporation, Chair of the Board of Trustees of the University of Denver, Chair of The Colorado Council on the Arts, and a Director of National Public Radio. He served as the Chair of the Board of Trustees of Naropa from 1986-1994, and continues as a trustee. He is currently a member of the Mariposa Dance Collective and is on the Advisory Board of The Colorado Colaboration on End-of-Life Care.

Robert E. Yuhuko, J.D. Yale Law School, is an environmental attorney and policy consultant specializing in the environmental impacts of transportation systems, the Clean Air Act, and development issues. He was co-director of the National Transportation Project for the Environmental Defense Fund from 1989-1992, and has been an environmental policy-maker and citizen activist for 20 years.

Laura Jane Zimmer-Weinert, M.A., L.P.C., B.F.A., Massachusetts College of Art, M.A., 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.

Michael Ziegler, B.A., University of California, Berkeley, B.Lit, Jewish Theological Seminary, M.A., University of Judaism. Active Rabbi and community leader in several communities in California and Oregon. Teacher at various religious centers and schools on Jewish Mysticism and traditional rabbinical literature. Extensive international travel and study. Has produced ritual events which lend to furthering the teachings of Jewish thought.

Chris Zorn, B.A., Appalachian State University, M.M., University of Colorado, is a percussionist and guitarist. He holds a masters degree in Ethnomusicology, where his primary areas of research have been the musical traditions from Zimbabwe, Haiti, Cuba and Ghana. He specializes in the Xylophone, Marimba and Mbira traditions from Africa and related cultures from around the world, including those of Zimbabwe, Mozambique, Malawi, Ghana, and Uganda. He regularly performs the music of non-Western cultures from steel pans to drums to marimbas and is known for his enthusiastic and innovative approaches to teaching this music to Western students. He is the founder of Tobatona Cooperative, where he regularly teaches classes in non-Western music. He is also co-director of Ulama Marimba and director of Mahoro, world music ensembles in Boulder.

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167
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