1999/2000 ACADEMIC CALENDAR

Fall Semester 1999
New Student Orientation and Registration ................. August 23-27
First Day for Returning Students to Pay Tuition ................. August 23
First Day of Classes ......................................... August 30
First Day for All Students to Verify Financial Aid ................. August 30
First Day for All Students to pick up Cash Exchange Checks .......... August 31
Convocation .................................................................. September 2
Labor Day Holiday (no classes, offices closed) ......................... September 6
Last Day to Drop Courses without Financial or Academic Penalty .......... September 8
Last Day to Add Courses (Exception: Workshops may be added until 3pm on the day they begin) . September 8
Last Day for all Students to pay Tuition and Fees ..................... September 23
Last Day to Apply for Graduation ................................... September 23
Deadline to Apply for Preferred Financial Aid for Spring (Only if you didn't apply for Fall Aid) ..................... October 1
Last Day to Withdraw from Courses ................................. October 8
Community Practice Day (no classes, offices closed) ................ October 19
Required Spring Preregistration for All Returning Students .......... November 15-19
Last Day to Preregister without Losing Priority Status .............. November 19
Thanksgiving Holiday (no classes, offices closed) .................. November 22-26
Last Day of Classes ................................................ December 10
Make-up Days ...................................................... December 13-14
Grades Due ........................................................ December 20
There is no Fall Graduation Ceremony

Spring Semester 2000
First Day for Returning Students to Pay Tuition ................. January 10
New Student Orientation and Registration ......................... January 10-14
Martin Luther King Holiday (no classes, offices closed) ............. January 17
First Day of Classes ................................................ January 18
First Day for All Students to Verify Financial Aid ................... January 18
First Day for New Students to Pick Up Cash Exchange Checks ..... January 20
Last Day to Drop Courses without Financial or Academic Penalty .......... January 26
Last Day to Add Courses (Exception: Workshops may be added until 3pm on the day they begin) . January 26
Shambhala Day .................................................................. February 7
Last Day for All Students to Pay Tuition and Fees .................... February 10
Last Day to Apply for Graduation ..................................... February 11
Last Day to Withdraw from Courses .................................. February 25
Deadline to Apply for Preferred Financial Aid for Fall ................. March 1
Community Practice Day (no classes, offices closed) ................ March 7
Spring Break ............................................................. March 27-31
Fall & Summer Preregistration for All Returning Students .......... April 10-14
Last Day to Preregister without Losing Priority Status .............. April 14
Last Day of Classes ................................................ May 8
Make-up Days ...................................................... May 9-10
Graduation ............................................................. May 13
Grades Due ........................................................ May 15

Summer Semester 2000
Summer Session ........................................................ May 30 - July 24
All Summer Grades Due ............................................. July 28
NAROPA UNIVERSITY

[formerly known as The Naropa Institute]

A Contemplative College and Graduate School
of the Arts, Humanities and Social Sciences

1999-2000
DEGREE
COURSE CATALOG

Please direct all correspondence to:
Office of Admissions
Naropa University
2130 Arapahoe Avenue
Boulder, Colorado 80302-6697
(303) 444-0202
(800) 772-6951
Website Address: http://www.naropa.edu

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ACADEMIC DEGREE PROGRAMS

The Naropa Institute offers the following degrees:

BACHELOR OF ARTS
WITH MAJORS IN:

- Contemplative Psychology
- Buddhist and Western Psychology
- Jungian Psychology
- Psychology of Health and Healing
- Transpersonal & Humanistic Psychology
- Early Childhood Education
- Environmental Studies
- Anthropology
- Ecology
- Horticulture
- Native American Studies
- InterArts
  - Dance/Movement Studies
  - Dance Therapy
  - Music
  - Theater
- Interdisciplinary Studies
- 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

MASTERS OF ARTS

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

MASTERS OF FINE ARTS

- Writing and Poetics
- Poetry
- Prose

MASTERS OF LIBERAL ARTS

- Creation Spirituality

GRADUATE CERTIFICATES

- Ecopsychology
- Gerontology & Long-Term Care Management
- Somatic Psychology
We are fortunate to be able to offer you the lively and rich curriculum displayed in this catalog. This year, we introduce “The Naropa Core”, a core curriculum for the Naropa College students, which weaves and integrates our contemplative pedagogy through eight core areas that represent a broad and evocative educational experience prior to entry into a chosen field of more focused inquiry.

We invite you, high school, college, or graduate student, 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
Naropa University
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 Naropa University's Buddhist educational heritage;

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

6. be nonsectarian and open to all.
NAROPA UNIVERSITY MISSION

The six elements of the Mission Statement have their roots in the founding vision of the University (formerly known as The Naropa Institute). The Mission statement is a description of the precise aspirations and vision that guide and inspire the planning goals and objectives, the teaching and learning process, community life and all related activities. The following section provides a fuller description of each element:

1. Cultivate Awareness of the Present Moment.
   Cultivating awareness of the present moment is the heart of contemplative education. Awareness training acknowledges the direct experience of learning, moment by moment. Thought processes, sense perceptions, and emotions are all integrated into the study of the specific discipline. Through this holistic process, mind and body become synchronized, and other competencies then begin to manifest: intellect becomes precise and insightful, communication is open and clear, appreciation for the existing world expands, and action in the world is effective.

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

2. Foster a Learning Community.
   Education is not just an individual endeavor. Effective learning and understanding is gained not in isolation or purely out of the classroom environment. Rather, it is derived from, and enhanced by, the "practice" of learning (and teaching) in the context of ordinary life and relationships with others. As a community we aspire to join heart and mind in whatever we do. This environment provides a personal and challenging atmosphere for study. Students (and all others) are therefore encouraged to engage with 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 a institutional level, the University encourages and helps to 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—willingness to see clearly and openly acknowledge one’s direct experience, which includes one’s own sense perceptions and state of mind in the present moment, as fertile ground for a genuine educational process. Many individuals possess anxiety regarding their experiential process. This can result in an attempt to avoid, deny, or manipulate the inherent integrity and directness of experience. This quality involves developing a clear, accurate, and open-ended relationship to one’s experience, providing the necessary foundation for the other more tangible aspects of learning which follow. In order to act with intelligence and confidence, one must proceed from a sound foundation of ongoing, non-judgmental, undisturbed awareness of and curiosity about one’s experience. It is vital to know or, in some sense, be in harmony with who one is.

   Interpersonal and communicative skills—the ability to relate and communicate effectively with others. This quality begins with learning to appreciate the value of the experience of others. From this, the student works on the various components of interpersonal communication, including effective reading and writing skills, speaking and listening.
skills, as well as communication through such non-verbal 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.

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

Resourcefulness and appreciation of the richness of one's world—increasing one's knowledge and appreciation of the world in its diversity, values, and richness, thus inspiring creativity and resourcefulness. It is the ability to tap the resources we have, intellectual, emotional, and pragmatic. This quality involves developing an increasing ability to know and appreciate the many modes of human expression, experiences, and creativity. Such appreciation involves two dimensions: 1) seeing its own context, without subsuming them into one's value system, and 2) seeing the way in which such 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 University 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 impediments such as emotional imbalance, confusion, the inability to relate or communicate with others, lack of clear thinking, and narrowness of one's understanding of life. Once one has some sense of how to work effectively with such blocks, avenues of personal and professional effectiveness and satisfaction begin to open up. Beyond providing a context for success in any occupation, the openness, self-knowledge, patience, flexibility, and emotional balance encouraged in the development of the five qualities are particularly essential in a pressured and rapidly changing life in modern society. These qualities provide the basis for timely acquisition of skills required in subsequent schooling, employment, or life experiences.

4. Buddhist Educational Heritage

The tradition of Buddhist education goes back to the roots of Buddhism, 2,500 years ago in India. Buddhist educational training is based upon three primary principles—meditation, discipline and knowledge—which lead to the discovery of egollessness. In Buddhist philosophy, egollessness 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.

Combined with the Western university tradition of observation and discovery, is the traditional Buddhist approach to learning based upon the three pranas or three levels of knowing—hearing, contemplating and meditating. The word "contemplative" is used to embrace all three aspects.

When one is presented with material, either in lecture or written form, step one, hearing, is to approach the material with an open and precise mind, listening closely and without bias to what is being presented. This approach involves opening to the atmosphere and the environment in which the teachings are given. Second, contemplating, involves revisiting the material, analyzing, discussing, questioning, mixing it with one's experience. In this step, the learning becomes more personal. The last step, meditating, involves a process of letting go of conceptual struggle altogether. Often, this stage gives rise to insight. Precise mindfulness naturally leads to a relaxation into a greater awareness, a cultivation of the ability, the capacity to know, as well as of knowledge itself.

5. World Wisdom Traditions

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

6. Non-Sectarian and Open to All

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

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

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

ACCREDITATION
Naropa University is accredited by the North Central Association of Colleges and Schools.

Campus and Student Body
The University is located on two campuses in the City of Boulder, Colorado: the Arapahoe Campus on 3.7 acres in the center of the town and the Paramita Campus at 30th Street in the north part of the town. The Arapahoe Campus and surrounding grounds include a performing arts center, a meditation hall, classrooms, faculty and administrative offices, Naropa Bookstore and the Allen Ginsberg Library. The Paramita Campus houses three graduate programs (Somatic Psychology, Contemplative Psychotherapy, and Gerontology and Long-Term Care Management) and the School of Continuing Education. A branch campus is located in Oakland California at Broadway where the Master's of Liberal Arts in Creation Spirituality is located. Approximately 850 students from 35 states and, including 55 students from 20 countries attend the University year-round as degree or certificate seeking students.

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.

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 investigate, and then go beyond, the habitual patterns of thought and feeling. The academic, artistic, and mind/body disciplines offered at the University help students cultivate understanding of themselves, their fields of study, and the world.

Through disciplines such as sitting meditation and T'ai Chi Ch'uan, students develop mindfulness and 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 University. Students are encouraged to take their education very personally and there is peer influence to lead an active, wakeful 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 Naropa University Community
Naropa University Code of Conduct applies to our entire community: students, staff, faculty, and trustees. These guidelines are the basis for relating to
the University 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. Foster respect for teachers, the wisdom of many traditions, and all who seek wisdom. Honor the process of learning.
2. Seek out and practice disciplines that 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 Naropa University community, and society at large.

The Beginning of the University
Born in Tibet in 1940, the University’s founder, Chögyam Trungpa, Rinpoché, 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 Naropa 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 Rinpoché 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*.

Naropa University is inspired by 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 an 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, spiritual inquiry and intellectual rigor, and for the atmosphere of mutual appreciation and respect among different contemplative traditions.

The University 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 school. Tours are conducted Monday through Friday at 2:00 p.m. at the Arapahoe Campus as long as the school is open.

For more information about admissions procedures, visiting the University or specific programs, please contact: Admissions Office, Naropa University, 2130 Arapahoe Avenue, Boulder, Colorado 80302-6697, or phone (303) 444-3572 or (800) 772-6951 for outside of Colorado. For information regarding the Oakland Campus, please call (510) 835-4827, ext. 19.

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, policies, 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, Naropa University affirms the principle that its students, faculty, and staff have a right to be free from discrimination. The University 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.

At Naropa University, we are taking our first significant steps toward inviting greater diversity into our community. Our Board of Trustees has endorsed a broad diversity statement and created a Diversity Task Force to help us weave a plurality of perspectives and life — ways into the very fabric of our institution. As a community, we recognize that the process of cultivating Inclusion helps us to discover what is true and real about ourselves and about the world in which we live. Such a process both challenges us and holds us accountable to our mission. And, while this is all true, at this point we more accurately reflect the demographics of Boulder, Colorado than the diversity of our region or nation. We will continue to investigate this reality even as we allow the values of inclusion to permeate what we do.
ADMISSIONS AT NAROPA
NAROPA COLLEGE
ADMISSIONS

In keeping with the philosophy of contemplative education, Naropa College 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 work as well as previous academic achievement when making admission decisions. A student’s statement of interest, interview, and letters of recommendation play important roles in the admissions process. SAT and ACT scores are not required.

Suggested Deadline
Naropa College uses a Suggested Deadline as the initial deadline for receiving completed applications. Any applications received after Suggested Deadline will be reviewed by the Admissions Committee if space is available. Consequently, we encourage early application. To see if spaces are open after Suggested Deadline, please call the Admissions Office.

All new and transfer students (with the exception of those interested in applying to Contemplative Psychology) may apply for either the Fall or the Spring semester. The Contemplative Psychology Bachelor of Arts program is designed for Fall Semester 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 Suggested Deadlines:
- February 15 for Fall semester admission
- October 15 for majors that admit in the Spring

A completed admission application consists of:
- the completed application form
- the $35 application fee (waived for international students)
- a two to four page typed, double spaced, statement of interest
- two letters of recommendation (all must be on the forms provided, at least one must be from a teacher and letters from family members are not accepted)
- official transcripts of all previous college-level study, sent directly from the Registrar of the previous institution to Naropa College’s Admissions Office
- a high school transcript for all applicants with fewer than 30 semester college credits

For Upper-Division Transfer Students these additional pieces are also required:
- supplemental application information as required by individual majors
- proof of prerequisites as may be required.

Students who have completed 60 semester credits or more are eligible to apply directly to our upper-division Bachelor of Arts majors. Of the 120 total semester credit hours required for a Bachelor’s degree, at least 60 must be taken at Naropa College, and a two-year residency is required.

Establishing Transfer Credits
College level courses completed at academically accredited institutions of higher education with a grade of at least "C" may be counted toward transfer credit. A maximum of 60 credits will be accepted. Categories 1-3 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 1-3. 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. 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. Naropa College 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
Naropa College also grants credit based on the evaluation of a prior learning portfolio, prepared by the student to document college-level learning completed outside the traditional college classroom. This process is designed specifically to acknowledge learning acquired through work experience. Learning situations that qualify for portfolio credit might include massage school, experience running a business or experience as a counselor, administrator, or teacher. Students must attend a one-credit Prior Learning Assessment Workshop (PLAW 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 University with less than 60 credits may contact the Office of Admissions for further information on the Portfolio Process. A maximum of 30 semester credits can be earned through Portfolio Process, although the average portfolio gains 15-18 semester credits.

3. Advanced Placement and International Baccalaureate
Naropa College accepts both Advanced Placement and International Baccalaureate credit. Please call the Admissions Office for more details.

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 may not be deferred to another semester and is returned to an enrolled student either upon graduation or upon official withdrawal from Naropa. A student filing a Withdrawal Request Form located in the Bursar’s Office constitutes official withdrawal. See the Financial Aid and Tuition and Fees sections for more information.

Certificate Program
Students who have completed at least 60 semester credits are eligible to apply for the Certificate Program, which is available in any B.A. department except Traditional Eastern Arts 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.

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 Naropa College and then enroll in a graduate program. Following completion of a total of 60 Naropa 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 Naropa University.

Prospective 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.

The only programs that participate in the B.A./M.A. program are: Early Childhood Education (B.A.), InterArts (Dance Therapy, Dance, Music & Theater) (B.A.), Music Therapy (M.A.), Visual Arts (B.A.), and Somatic Psychotherapy: Dance/Movement Therapy & Body Psychotherapy (M.A.).

CHANGING YOUR MAJOR OR PROGRAM
Declaring Your Major (moving from Naropa Core Program to an upper-division major)
Students who have satisfactorily completed a total of 60 lower-division credits are eligible to declare a major. To best prepare for the major declaration process, students should meet with the B.A. Advisor throughout their first two years at Naropa, in order to gain advice on how to complete graduation requirements and fulfill any prerequisites needed to enter the major of their choice. To view major prerequisites, please consult the departmental description of majors in the following pages of this catalog.

From One B.A. Major to Another
Students who wish to change from one B.A. major to another must fill out a “Change of Major” request form (available outside the Registration Office). The
student's current program advisor and new program advisor must sign this form. Forms must be submitted to the Registration Office and the Financial Aid Director. This process must be completed at least one full semester before a student's graduation date or they may not have time to fulfill requirements for graduation.

From a Certificate to a B.A. Program
Students who wish to change from a Certificate to a B.A. program must have their admissions application reviewed. Additional materials may be required and an application fee must be paid. Contact the Admissions Office for more details.

From a B.A. to a Certificate Program
Students who wish to change from a B.A. to a Certificate program must fill out a "Change of Major" request form (available outside the Registration Office). The student's current and prospective advisor must sign this form. Completed forms must be submitted to the Registration and Financial Aid Offices at least one full semester before graduation to ensure all requirements are met.

From A Visiting Student to A Degree Student
Visiting students may apply to become a degree-seeking student at Naropa after spending a semester or year as a Visiting Student. Application materials from the previous application may be used and no additional fee is required. If the student has 60 credits or more, they must complete any supplemental application materials required by the department. Admission is not guaranteed. If accepted, students need not pay another $250 deposit although they must pay a $30 fee to transfer their non-degree Visiting Student Naropa credits into their degree program.

International Student Admission
Please see the International Student Section in the Graduate Admissions portion of this catalog.

Alternative Ways of Attending Naropa (coming for a semester, year, as a part-time student, or for a Continuing Education course)
Please consult the Alternative Ways of Attending Naropa section of this catalog located at the end of the Graduation Admissions section.
NAROPA UNIVERSITY’S GRADUATE SCHOOL ADMISSIONS

In keeping with the philosophy of contemplative education, Naropa University’s Graduate School values and seeks to foster an individual’s aspiration to contribute to the work with understanding and compassion. The Academic Departments’ Admissions Committees consider inquisitiveness and engagement with the work as well as previous academic achievement when making acceptance decisions. A student’s statement of interest, interview, letters of recommendation and supplemental application materials play important roles in the admissions process. GRE scores are not required.

Deadlines
Naropa’s Master’s in Fine Arts Program in Writing and Poetics has a firm deadline by which all completed applications must be received. The dates are the following:

- February 1 for Fall and Summer semester admission
- November 1 for Spring semester admission

All other Master’s Programs offered at Naropa’s Graduate School use a Suggested Deadline as the initial deadline for receiving completed applications. Any applications received after the Suggested Deadline will be reviewed by the Admissions Committee if space is available. Consequently, we encourage early application. To see if spaces are open after the Suggested Deadline, please call the Admissions Office.

Suggested Deadline Date
- February 1 for Fall semester admission

Please note that all M.A. programs admit students only for the Fall Semester. The M.F.A. program admits students in the Fall, Spring and Summer Semesters, however, students are encouraged to begin in the summer.

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:
- a completed application form
- a $50 fee (waived for international students)
- a three to five-page typed, double-spaced statement of interest
- a resume
- three letters of recommendation (all must be on the forms provided and not from family members)
- 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
- manuscripts and portfolios as may be required by specific departments

Applications will be reviewed after the Admissions Office receives all the aforementioned materials. For most programs, selected applicants are required to come to the University for an interview. International applicants are strongly urged to come to campus for an interview if they receive an invitation from the Admissions Committee, however occasionally telephone interviews may be substituted. 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’s 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, is required for the Engaged Buddhism track. Language and Contemplative Religions tracks require an in-person or phone interview.

**M.A., Creation Spirituality**

Students interested in this degree which is offered at our branch campus in Oakland, should contact the campus directly at (510) 835-4827, ext. 19 and request an Oakland Campus catalog.

**M.A., Environmental Leadership**

There are no specific course prerequisites, however a Background in Natural/Earth Sciences, Anthropology and U.S. Government are strongly recommended. A supplemental application and in-person interview are required.

**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 resource management skills, as well as an appreciation of issues facing the elderly and others with disabilities requiring long-term care services. Those selected will be asked to come to the University 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 applicants will be required to come to Naropa to participate in both a small group and individual interview. 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 University to participate in a daylong group movement interview. This is required for all applicants who are being considered. Applicants from overseas may, at their own expense and at the discretion of the faculty, substitute a phone interview and a videotape (submitted in NTSC signal in VHS format) for an on-campus interview. Group interviews are normally held in March, April, and May. 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 course of study. We request that every effort be made to fulfill these prerequisites prior to beginning study in our department.

All applicants must have strong academic skills, be motivated to work with others, and demonstrate a high level of literacy and integration of movement skills, literacy and integration. 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 Ch'uan, 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 Rolffing, 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.
5. Supplemental Application(s)

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.

Counseling Concentration

Applicants must meet all of the criteria listed above.

Art Therapy Concentration

Applicants must meet the criteria listed above 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 (3 credits), painting (3 credits) and sculpture or clay (3 credits).
3. Applicants must submit the application form with a 20-slide portfolio representing work in a diverse selection of media which includes: painting, drawing, and 3-dimensional work.
4. 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.
4. Prior work or volunteer experience in a clinical setting is recommended.
5. Supplemental Applications.

M.F.A., Writing and Poetics

In addition to the standard application process, M.F.A. admission requirements include:

1. A strong Background in literature
2. 15 pages of original poetry or 30 pages of original prose fiction, typewritten
3. A campus visit or phone conversation with one of the faculty members is recommended but not required
4. The M.F.A. Supplemental Essay

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 returned to an enrolled student either upon graduation or upon official withdrawal from Naropa. A student filing a Withdrawn Request form located in the Bursar’s Office constitutes official withdrawal. See the Financial Aid and Tuition and Fees sections for more information.

Deferral Policy

Naropa's Graduate School does not allow students to defer their acceptance. If a student requests to defer his/her acceptance due to personal reasons, they may, with permission of The Office of Admissions defer their application to another semester. Acceptance, however, is not guaranteed.

Moving From One Graduate Program to Another

Students interested in moving from one Naropa graduate program to another must go through the Office of Admissions and complete an entire application. Once the application is complete, it will be reviewed by the academic department. The department will make three decisions: 1) acceptance/denial; 2) amount of credit that will transfer from one program to the other; and 3) which semester the student may begin his/her studies.

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) for undergraduate students and a 600 or better for graduate and (2) document sufficient financial resources to pay for tuition and living expenses for the first year of study at Naropa. As of Spring 1999, the necessary financial resources are $22,000.

Applicants should have all records of secondary and post-secondary education — including grades earned for individual subjects — translated into English and forwarded to 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 references to evaluate U.S. equivalencies.
INTERNATIONAL
STUDENT ADMISSION

International students are a valued part of Naropa community and are encouraged to apply. The University currently has 55 international students representing 20 countries.

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 University.
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 $10,000 for a nine-month academic year.
3. The Admissions Office receives the following information about the applicant and 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 U.S. money drawn on a U.S., Canadian or United Kingdom Bank or
2. The equivalent of $250.00 U.S. 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. Naropa has a part-time International Student Advisor whose job it 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 Naropa, 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 University. Proof may include the results of the Test of English as a Foreign Language (TOEFL). TOEFL scores are required of an applicant when other evidence does not clearly establish English proficiency. It takes approximately four to six months from the time the applicant first contacts TOEFL for registration information to reach our Admissions Office and we receive TOEFL scores. Applicants who take the exam in Europe (including Cyprus, Great Britain, Iceland and Turkey) should write to: CITO TOEFL, P.O. Box 1203, 6801 BE Amhem, Netherlands, or phone (609) 882-6601 to locate the nearest TOEFL center. Applicants should request that scores be sent directly to Naropa University (School Code: 3342).
ALTERNATIVE WAYS OF ATTENDING NAROPA

1. Visiting Student Program
This program is for graduate and undergraduates students currently enrolled at another institution, who 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 Director of Admissions 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
The Part-time Visiting Student program allows 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 Registrars Office. Written permission must be gained from the Department Head and not all courses are open to this program.

3. Dual Enrollment
Students currently enrolled in high school, but who may want to take a course at Naropa 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 program.

4. Continuing Education
Each semester, Naropa School of Continuing Education publishes a catalog offering a selection of courses for students who wish to take classes without pursuing a degree at Naropa. This non-degree catalog offers selected graduate and undergraduate courses at the full tuition per credit hour rate or at a reduced tuition rate if not taken for credit. Phone (303) 546-3578 or (303) 245-4811 and request a free copy of the current non-degree catalog, which contains complete registration instructions.

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

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

The Naropa University 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

<table>
<thead>
<tr>
<th>Credit Type</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Credit</td>
<td>$410.00</td>
</tr>
<tr>
<td>Graduate Credit</td>
<td>$425.00</td>
</tr>
<tr>
<td>Out-of-Residence</td>
<td>$215.00</td>
</tr>
</tbody>
</table>

(In addition to instructor payment)

<table>
<thead>
<tr>
<th>Credit Type</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Audit</td>
<td>$25.00</td>
</tr>
</tbody>
</table>

(Full-time program students only)

<table>
<thead>
<tr>
<th>Credit Type</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio Credit</td>
<td>$130.00</td>
</tr>
</tbody>
</table>

Special Student Status — To qualify for this, the student must register for 0.5 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

<table>
<thead>
<tr>
<th>Deposit</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confirmation Deposit</td>
<td>$250.00</td>
</tr>
</tbody>
</table>

(non-refundable if the student does not matriculate)

MANDATORY FEES

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Student Registration</td>
<td>$250.00</td>
</tr>
<tr>
<td>(per semester, for Fall &amp; Spring semesters)</td>
<td></td>
</tr>
<tr>
<td>Bus Pass (RTD Eco-Pass; per semester)</td>
<td>$33.50</td>
</tr>
</tbody>
</table>

(subject to change by RTD)

SUMMER REGISTRATION FEES:

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.5 credit hours or less</td>
<td>$60.00</td>
</tr>
<tr>
<td>6.0 credit hours or more</td>
<td>$120.00</td>
</tr>
</tbody>
</table>

LATE FEES

<table>
<thead>
<tr>
<th>Late Fee</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Late Tuition Payment (1-7 days late)</td>
<td>$50.00</td>
</tr>
<tr>
<td>(8-14 days late)</td>
<td>$75.00</td>
</tr>
<tr>
<td>(15-21 days late)</td>
<td>$100.00</td>
</tr>
<tr>
<td>(over 21 days = disenrollment)</td>
<td></td>
</tr>
<tr>
<td>Tuition Deferment Fee</td>
<td>$50.00</td>
</tr>
<tr>
<td>Late Application for Graduation</td>
<td>$15.00-$105.00</td>
</tr>
<tr>
<td>(see The Naropa University Student Handbook section on Graduation Procedures)</td>
<td></td>
</tr>
<tr>
<td>Writing Proficiency Assessment</td>
<td>$40.00</td>
</tr>
</tbody>
</table>

OTHER FEES

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

Cost of Programs

These figures are based on 1999-2000 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

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (30 credits)</td>
<td>$12,300</td>
</tr>
<tr>
<td>Fees for 2 semesters</td>
<td>$67</td>
</tr>
<tr>
<td>Total cost for 1-year program</td>
<td>$12,867</td>
</tr>
</tbody>
</table>

Bachelor of Arts Program

2-Year Program (entry as Junior)

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (60 credits)</td>
<td>$24,600</td>
</tr>
<tr>
<td>Fees for 4 semesters</td>
<td>$1,124</td>
</tr>
<tr>
<td>Total cost for 2-year program</td>
<td>$25,724</td>
</tr>
</tbody>
</table>

3-Year Program (entry as Sophomore)

<table>
<thead>
<tr>
<th>Fee Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (90 credits)</td>
<td>$36,900</td>
</tr>
<tr>
<td>Fees for 6 semesters</td>
<td>$1,701</td>
</tr>
<tr>
<td>Total cost for 3-year program</td>
<td>$38,601</td>
</tr>
<tr>
<td>Program</td>
<td>Fees</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td><strong>4-Year Program (entry as freshman)</strong></td>
<td></td>
</tr>
<tr>
<td>Tuition (120 credits)</td>
<td>$49,200</td>
</tr>
<tr>
<td>Fees for 8 semesters</td>
<td>$2,288</td>
</tr>
<tr>
<td>Total cost for 4 years program</td>
<td>$51,268</td>
</tr>
<tr>
<td><strong>Graduate</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Master of Arts in Somatic Psychology</strong></td>
<td></td>
</tr>
<tr>
<td>Tuition (60 credits)</td>
<td>$26,100</td>
</tr>
<tr>
<td>Fees for 5 semesters</td>
<td>1,418</td>
</tr>
<tr>
<td>Lab Fees (4 semesters)</td>
<td>800</td>
</tr>
<tr>
<td>Total cost for 2-1/2-year program</td>
<td>$28,318</td>
</tr>
<tr>
<td><strong>Master of Arts in Buddhist Studies</strong></td>
<td></td>
</tr>
<tr>
<td>Tuition (60 credits)</td>
<td>$26,100</td>
</tr>
<tr>
<td>Fees for 4 semesters</td>
<td>1,134</td>
</tr>
<tr>
<td>Intensive Meditation Program</td>
<td>(Dhathur, paid to retreat center, estimate)</td>
</tr>
<tr>
<td>Total cost for 2-year program</td>
<td>$28,434</td>
</tr>
<tr>
<td>One additional credit for language concentration</td>
<td></td>
</tr>
<tr>
<td><strong>Master of Arts in Dance/Movement Therapy</strong></td>
<td></td>
</tr>
<tr>
<td>Tuition (60 credits)</td>
<td>$26,100</td>
</tr>
<tr>
<td>Fees for 5 semesters</td>
<td>1,418</td>
</tr>
<tr>
<td>Total cost for 2-1/2-year program</td>
<td>$27,518</td>
</tr>
<tr>
<td><strong>Master of Arts in Gerontology and Long-Term Care Management</strong></td>
<td></td>
</tr>
<tr>
<td>Tuition (42 credits)</td>
<td>$18,270</td>
</tr>
<tr>
<td>Fees for 4 semesters</td>
<td>1,134</td>
</tr>
<tr>
<td>Total cost for 16-month program</td>
<td>$19,404</td>
</tr>
<tr>
<td><strong>Master of Arts, Psychology: Contemplative Psychotherapy (by year)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>First Year:</strong></td>
<td></td>
</tr>
<tr>
<td>Tuition (23.5 credits)</td>
<td>$10,223</td>
</tr>
<tr>
<td>Fees for 2 semesters</td>
<td>567</td>
</tr>
<tr>
<td>Lab Fees for Group Process</td>
<td>300</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$11,090</td>
</tr>
<tr>
<td><strong>Second Year:</strong></td>
<td></td>
</tr>
<tr>
<td>Tuition (20.5 credits)</td>
<td>$8,918</td>
</tr>
<tr>
<td>Fees for 2 semesters</td>
<td>567</td>
</tr>
<tr>
<td>Lab Fees for Group Process</td>
<td>225</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$9,710</td>
</tr>
<tr>
<td><strong>Third Year:</strong></td>
<td></td>
</tr>
<tr>
<td>Tuition (19 credits)</td>
<td>$8,265</td>
</tr>
<tr>
<td>Fees for 2 semesters</td>
<td>567</td>
</tr>
<tr>
<td>Lab Fees-Group Process</td>
<td>300</td>
</tr>
<tr>
<td>TOTAL</td>
<td>$9,132</td>
</tr>
<tr>
<td>Multi: Room &amp; Board (estimate; see program description)</td>
<td>$2,900</td>
</tr>
<tr>
<td>Total cost of 3-year program</td>
<td>$30,222</td>
</tr>
<tr>
<td>at 1999/2000 (subject to change)</td>
<td>$33,424</td>
</tr>
</tbody>
</table>

**Master of Arts in Transpersonal Counseling Psychology**
(Counseling, Art Therapy, and Music Therapy)

- Tuition (60 credits)                             $26,100
- Fees for 8 semesters                             $2,268
- Total cost for 3-year program                    $28,368

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

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

- Tuition (49 credits)                             $21,315
- Fees for 5 semesters                             $1,418
- Total cost for 5 semester program                $22,733

- 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 Naropa University 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.
PAYING THE BILL

PAYMENT PROCEDURES AND RESPONSIBILITIES

All students are required and should be prepared to pay tuition and fees in full for each semester in U.S. dollars by the posted due date. Acceptable forms of payment are cash, travelers checks, check, money order, VISA or MasterCard charge cards (there is a 2% processing fee for credit card payments). All payments are processed immediately. Post dated checks will not be accepted.

To save time, students who have correctly calculated their tuition are encouraged to mail their payments to the Bursar's Office. If assistance is needed in calculating the student tuition payment, please contact the Bursar's Office. Make sure the envelope is clearly marked “Attn.: Bursar.” All payments received by mail must be postmarked by the tuition due date and are subject to all late fees.

If the student is a returning student and has pre-registered for classes, a schedule/bill will be sent before the first day of the semester. Payment due dates will be posted by the Bursar's Office and in the Naropa Weekly. The due date and time apply whether or not the bill is received in the mail or whether the amount indicated on the bill does or does not include the most up-to-date charges.

Once the bill is paid, the fees for any added classes must be paid immediately to the Bursar.

For information about what to do for any classes dropped after the initial bill is paid, see “Refunds” (in the Student Handbook). Any questions concerning tuition payment or other financial policies should be directed to the Bursar's Office.

Tuition and Fees

During the 1999-2000 school year, tuition is based on when students begin their program.

All students who will be enrolling 1999-2000 year are considered new students, and are billed under Tuition Structure “B”. (See the Table of Tuition and fees)

Tuition Structure “A”

Any student who began their program or was on leave of absence in Spring 1997 and is still in the same program will use the “A” structure to calculate tuition.

Tuition Structure “B”

Any student who began their program in Summer 1997 or later will use the “B” structure to calculate tuition.

Tuition Management Systems

Naropa University works with a company called Tuition Management Systems (TMS). TMS allows students to make monthly payments for tuition. The price for this service is $50 for one year or $35 for one semester. There are no interest charges. To find out more about this service, please contact the Bursar's Office or contact TMS at 1-800-722-4867.

Students Who Have Third Party Payers

If someone other than the student is paying for your tuition (parents, guardians, trust fund or another benefit facility), the student must come into the Bursar's Office and sign a “Third Party Payer” form. This form enables the Bursar's Office to bill tuition to the correct person or agency. Students will need to supply the Bursar with information pertaining to the billing situation, such as whom to contact, address, phone and fax number, and how long this agreement will remain in effect. Please contact the Bursar's Office for more information.

For students who are registered for an OOR class, the cost of the tuition for the class will be billed to a third party payer. However, the Bursar's Office cannot bill the cost of the instructor's fee to a third party payer. Students will be responsible for making payments to the instructor.

Returned Checks

All returned checks may be subject to a $20 return check fee, regardless of the reason for the return. If a check is written to any department at Naropa University, it will be considered a verified payment and subject to return check fees if it comes back to the Bursar's Office for non-payment.

When a check is returned to the Bursar's Office for non-sufficient funds (NSF) the first time, it will automatically be redeposited. If the check is returned a second time, a $20 returned check fee will be added to the total of the check. If the check was written to pay for tuition, tuition will be considered not paid and appropriate late fees will be added to the student's account in addition to the returned check fee.
Please be aware, according to Colorado State Law, that any NSF check that is returned as uncollectable can be turned over to the State Attorney’s Office. At that point, it will be collected at three times the amount of the check or $100, whichever is greater. Please make payments on any returned check as soon as the student becomes aware of the situation. If the student has any questions about their checks or their account in general, they should contact the Bursar’s Office.

**Special Student Status**

If the student is a graduate student and has not finished their master’s paper, thesis, or manuscript by the time they have completed all other course work required for their degree, they must register for a 0.5 credit Extended Paper, Extended Thesis or Extended Manuscript course, for each semester the project remains unfinished until they are officially graduated. Only one Extended Manuscript semester is allowed for Writing and Poetics Graduate students. See “Getting Advised: Finishing your Master’s Work.” (In the Student Handbook)

Paying for the 0.5 credit class and the student’s bus pass entitles the student to “Special Student Status” which means that the student can be verified as a 1/2-time student while carrying 0.5 credits. See “Getting Registered: Special Student Status” (In the Student Handbook).

All deadlines and fees apply if the student registers for these or any additional courses.

### Table of Tuition and Fees

<table>
<thead>
<tr>
<th>Tuition Per Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Tuition, Structure A per credit</td>
</tr>
<tr>
<td>Graduate Tuition, Structure B per credit</td>
</tr>
<tr>
<td>Undergraduate Tuition, Structure A per credit</td>
</tr>
<tr>
<td>Undergraduate Tuition, Structure B per credit</td>
</tr>
<tr>
<td>Audit per credit</td>
</tr>
<tr>
<td>Portfolio Credit per credit</td>
</tr>
<tr>
<td>Out of Residence (OOR) per credit</td>
</tr>
</tbody>
</table>

**Deposits**

New Student Confirmation Deposit (non-refundable if you do not matriculate) $250

**Mandatory Fees**

Program Student Registration Fee per semester $250

RTD Bus Pass Fee (subject to change by RTD) $33.50

**Late Fees**

Tuition Deferment Fees $50

Late Application For Graduation $15

Late Graduation Clearance Form $15

Maximum Graduation Late Fee $105

Tuition Payment Late Fee (first week) $50

Tuition Payment Late Fee (second week) $75

Tuition Payment Late Fee (Third Week) $100

Writing Proficiency Evaluation Late Fee $30

**Processing Fees**

Returned Check Fee $20

Change in Course Status $30

Duplication Student File, per page $1

Maximum Student File Duplication Fee $30

Financial Exception Processing Fee $30

(If deemed applicable by the Policy Committee)

**Transcript Fees**

Unofficial Transcripts $1

Official Transcripts $5

Charge to Fax Transcripts $3

Service $10

Replacement Diploma $30

**Failure to Pay Tuition**

If the student fails to pay their tuition and fees in full by the due date, the account will be placed on hold. The student will also be subject to late fees and possible disenrollment. Disenrolled students remain liable for all tuition and fees.

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**DEFERRED PAYMENT PROCEDURES**

**For Students on Financial Aid**

If the student’s financial aid application is complete but the loan check has not arrived by the tuition payment deadline, the student may, with the approval of the Financial Aid Office and the Bursar, be granted a deferment for the amount of the loan check. The cost of this deferment is $50. This fee will be waived if the student is not responsible for the delay of the loan check. The student must apply for deferment before the tuition due date or they will be assessed the later fee as well as the deferment fee.

**For Students Not Receiving Financial Aid**

If the student is not receiving Financial Aid, any request for tuition deferment must be made in writing to the Bursar, who will be in contact for an appointment. All requests must be received no less than one week before the payment due date or the student may be subject to the tuition late fee as well as the deferment fee. If the student’s deferment is granted, a $50 deferment fee will be added to the account.
If students fail to drop or withdraw, according to the policies and procedures printed in this Catalog, from courses or workshops for which they have registered or pre-registered, they will receive the grade of "F" and are liable for full tuition and fees for those courses, regardless of whether they attended the courses or not.

If a hold is placed on a student's account, the following will happen:
1. Official transcripts will not be issued if there is any outstanding debt to Naropa University.
2. The student may not enroll in any class until all previous balances are paid.
3. An annual 18% interest rate for outstanding balances from the due date until they are paid will be charged.
4. Balances over 60 days old may be sent to a collection agency.
5. In case of default, the student is responsible for all costs of collections, including but not limited to reasonable attorney's fees, costs of litigation, and collections agency fees.

REFUND PROCEDURES

Refund for a Dropped Course or Workshop
If the student drops a course and expects a refund, they must fill out a "Refund Request" form, available outside the Bursar's Office. All students must submit a "Refund Request" form to receive a refund. Any student who has not submitted this form must wait until the term has been audited before receiving a refund.

The Bursar will confirm the student's registration and reconcile the financial account to determine if a refund is due.

Refund checks will be disbursed after the tuition payment deadline. Checks will be written no later than 20 business days after the "Refund Request" form is received or 20 business days after the tuition payment deadline, whichever is later. When the refund is complete, the student will be notified as to when the check will be ready to be picked up. The student may request to have the check mailed.

Refunds for Dropped/Withdrawn Courses - Fall & Spring

<table>
<thead>
<tr>
<th>When</th>
<th>Form to Use</th>
<th>What appears on Transcript</th>
<th>% of Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>First 7 Days</td>
<td>Drop/Add</td>
<td>Nothing</td>
<td>100% tuition</td>
</tr>
<tr>
<td>Fall: 8/30 - 9/8</td>
<td></td>
<td></td>
<td>100% fees</td>
</tr>
<tr>
<td>Spring: 1/18 - 1/26</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Days 8-15</td>
<td>Withdrew</td>
<td>Course title, grade of &quot;W&quot;</td>
<td>50% tuition</td>
</tr>
<tr>
<td>Fall: 9/9 - 9/17</td>
<td></td>
<td></td>
<td>0% fees</td>
</tr>
<tr>
<td>Spring: 1/27 - 2/4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Withdrew</td>
<td>Course title, grade of &quot;W&quot;</td>
<td>25% tuition</td>
</tr>
<tr>
<td>Fall: 9/18 - 9/24</td>
<td></td>
<td></td>
<td>0% fees</td>
</tr>
<tr>
<td>Spring: 2/5 - 2/11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Withdrew</td>
<td>Course title, grade of &quot;W&quot;</td>
<td>0% tuition</td>
</tr>
<tr>
<td>Fall: 9/25 - 10/1</td>
<td></td>
<td></td>
<td>0% fees</td>
</tr>
<tr>
<td>Spring: 1/12 - 2/18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Withdrew</td>
<td>Course title, grade of &quot;W&quot;</td>
<td>0% tuition</td>
</tr>
<tr>
<td>Fall: 10/2 - 10/8</td>
<td></td>
<td></td>
<td>0% fees</td>
</tr>
<tr>
<td>Spring: 2/19 - 2/25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>No further changes allowed</td>
<td>Course title &amp; letter grade, including &quot;F&quot; for no show</td>
<td>0% tuition</td>
</tr>
<tr>
<td>Fall: 10/9 - on</td>
<td></td>
<td></td>
<td>0% fees</td>
</tr>
<tr>
<td>Spring: 2/25 - on</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exception: If a student is totally withdrawing from the University (see "Withdrawal form the University" in the Student Handbook) and is receiving federal financial aid, see "Refunds and Repayment of Financial Aid," (in the Student Handbook) because he/she may be subject to a different refund schedule.
Refunds for Dropped/Withdrawn Workshops - Fall & Spring

<table>
<thead>
<tr>
<th>When</th>
<th>Form to use</th>
<th>What appears on transcript</th>
<th>% Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Until 3 PM on the first day of the workshop</td>
<td>Drop/Add</td>
<td>Nothing</td>
<td>100% tuition 100% fees</td>
</tr>
<tr>
<td>After 3 PM on the first day of the workshop</td>
<td>No further changes allowed</td>
<td>Course title &amp; letter grade, including &quot;F&quot; for no show</td>
<td>0% tuition 0% fees</td>
</tr>
</tbody>
</table>

Actual dates for each course are published in the Schedule of Classes. Any questions, please contact Registration or the Bursar's Office.

Cash Exchange and Refund check

Writing Policy
If the student is due money in the form of Financial Aid or a refund, a check will not be issued on the day of the request. After the check is written, it must be sent to be signed. Signed checks are returned to the Bursar's Office on Tuesday and Thursday Mornings. Checks will be ready for pick-up after 10:00 am on Tuesdays and Thursdays. After the check has been delivered to the Bursar's Office, the student may stop in anytime during normal business hours to receive the check. Checks requested on Thursday, Friday or Monday will be ready for pick-up any time after 10:00 am Tuesday. Checks requested on Tuesday or Wednesday will be ready for pick-up any time after 10:00 am Thursday.

Refund for a Canceled Course
If a course for which the student registered is canceled, the tuition for that class will be refunded, unless they have registered for a course to replace the canceled course. If a refund is not received, please contact the Bursar's Office immediately.

Staff/Faculty Tuition Benefits
For benefit information, all staff and faculty should contact the Human Resources office.

Discounts
No discounts apply to degree seeking students credit tuition or fees. Full-time degree seeking students receive a 20% discount on non-credit Continuing Education classes. For more information on non-credit classes, please contact the Continuing Education Office.

Notification of Right to Increase Tuition
The Board of Trustees of Naropa University reserves the right to change any tuition and fees without prior notice.
FINANCIAL AID

Naropa University makes every attempt to assist students who do not have the financial resources to accomplish their educational objectives. University-funded financial aid programs, in coordination with federal financial aid programs, provide substantial assistance to students enrolled in Naropa’s degree programs. Approximately 70% 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 University’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. Students 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 - $3,000 presented each year to an incoming Writing and Poetics M.F.A. student of minority ethnic background who demonstrates creative and academic excellence in his or her admissions application; no separate application is required. If students wish to be considered for this scholarship, they must include a brief statement to this effect with their application. Be sure to fill in the ethnic background section of the admissions application. The student must indicate if their background is other than the ones listed.

The William S. Burroughs Scholarship

Awarded each year to an M.F.A. student in their second summer. The scholarship is for $2000 which will be applied to Naropa University’s Summer Writing Program tuition. Applications should be submitted to the Summer Writing Program Office and should consist of a 750-1000 word essay (5-7 pages) discussing Burroughs’ influence on the arts in general or on particular genres.

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 contributions and activities within the Writing and Poetics Department, the University and the larger artistic community as well as 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 activities with the Writing and Poetics Department, the University, 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 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 VB Scholarship

This scholarship is available to continuing students enrolled as M.A. students in Dance/Movement Therapy or Body Psychotherapy. Award amounts are subject to receipt of donation by donor and are awarded for the Fall semester only. Applications are available in the Somatic Psychology Department.

The President's Leadership Scholarship

This scholarship is available to outstanding degree-seeking undergraduates who have been in their program for the equivalent of at least one year. Funds for this scholarship are raised in May in a special fundraising event led by the President of Naropa. The application materials for this scholarship are due on April 1. Recipients and amounts awarded are announced in May, after the fund-raiser. In order to apply, applicants must be full-time, degree-seeking undergraduates who have attended Naropa for at least one year. In addition applicants must: (1) Submit a resume, cover letter and letter of recommendation from faculty, staff, advisor, SUTNI member, or supervisor. (2) Have applied for Financial Aid by completing the Free Application for Federal Student Aid or the International Application if applicable. The application must exhibit financial need. (3) Have a G.P.A. of 3.0 or higher from study at Naropa. It is not necessary to submit a transcript. (4) Submit a 2-page essay which describes: (a) outstanding leadership and service activities in the community at large or in the Naropa Community (examples include, but are not limited to: work experience, volunteer work, SUTNI work, fieldwork, internship) and (b) evidence of one’s dedication to course of study and/or a vision for the future application of the Naropa education. The top candidates will have a personal interview with John Cobb, the President of Naropa University. Please submit all application materials to the Financial Aid Office no later than April 1, 1999.

Naropa Scholarships For Entering Students

These scholarships are available to entering students in all programs. Naropa 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 the student will bring to Naropa University. In addition to completing the Financial Aid and Admissions applications, please submit a one page essay which outlines special qualifications. The essay should be sent to the Director of Financial Aid. Students must be accepted into a program before being 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 have 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 graduate 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 Naropa University 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 service to the community at large or the Naropa Community (examples include work experience, volunteer work, fieldwork, internship, work-study, SUTNI work, awards or honors received). (d) Dedication to one’s course of study, and vision for the future use of the Naropa degree. Please submit applications to the Director of Financial Aid. The due date for the applications is April 1. Recipients are announced in early May. Money will be disbursed in the subsequent 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 University at a pay scale beginning at $7.00 per hour. The rate of pay increases to $8.00 per hour after the student has worked a total of 450 hours and to $9.00 per hour after the student has worked over 900 hours total. Positions announcements are posted on the job board outside the Student Services Office. Students receive a monthly paycheck for the hours worked each month. Although there is a large work-study program at the University, employment is not guaranteed for every student. Hiring is at the discretion of the area supervisor.

Naropa Student Employment
This is an University-funded work program available to needy International Students. The pay scale starts at $7.00 per hour. The rate of pay increases to $8.00 per hour after the student has worked a total of 450 hours and to $9.00 per hour after the student has worked over 900 hours total. International students may not work more than 20 hours per week. 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 University 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 | $2675/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 University Grant
The Naropa University grant is an University-funded grant program that is awarded based on need. This grant takes the form of a credit toward tuition.

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

Federal PELL Grant
This is a Federal need-based grant for which students may be awarded anywhere from $400 to $3125 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 $1000 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 begin immediately on the PLUS.

State Scholarships and Grants
Naropa University 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 University 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.

Privately-Funded Scholarships
Students are encouraged to apply for scholarships and grants from private foundations. Students are also encouraged to make use of the reference sections of public and college libraries in their home towns. Some recommended websites to aid you in your scholarship search: http://www.fastweb.com
http://www.finaid.org/finaid/frm.html

Students Visiting from other Colleges
Students planning to enroll in courses for credit at the University as part of a degree program at another college or University should make arrangements for financial aid through their 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 U.S. by the ACDFA. Contact the InterArts Studies Dance/Movement Studies for more information at (303) 546-3519.

Institute of American Indian Arts
Each year, the Summer Writing Program at Naropa works with the Institute for American Indian Arts in Santa Fe, New Mexico 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 Kzarshat at (303) 546-3296.

Zora Neale Hurston Scholarship
Students for Ethnic Inclusion (S.E.I.) 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, S.E.I. 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 partial to full tuition (for all recipients) and housing costs (for out-of-state recipients) for one session of the Summer Writing Program (credit or non-credit). Students need not be a degree-seeking 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 U.S. citizens or eligible U.S. 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 University 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 University Degree Student Handbook.

If a student receives financial aid, he/she is responsible for reading and understanding all policies contained in Naropa University Degree Student Handbook, as well as any other correspondence received regarding financial aid. The Financial Aid Office will be happy to discuss any questions regarding any correspondence, once it has been thoroughly read. Students are liable for any funds inadvertently or incorrectly disbursed to them.

FINANCIAL AID FOR INTERNATIONAL STUDENTS

International students are eligible for Naropa Student Employment, the Naropa University 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 Office or the Financial Aid Office, and have a complete admissions application on file for one of the University'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. For further information on private sources of scholarships for international students the following website is recommended: http://www.iefa.org.

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

HOW TO APPLY FOR FINANCIAL AID

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 following year. Please note deadlines in the following section. The academic calendar for financial aid purposes begins in the Summer.

U.S. Citizens and Resident Aliens
(International Students, 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. Naropa's title code is: 014652. Questions will be asked regarding income information from the prior calendar year. For example: in January 1999, the '99/00 FAFSA will be available. This form must be completed to apply for aid for Summer '99, Fall '99, and Spring '00. The '99/00 FAFSA income questions relate to earnings during the 1998 calendar year. If students are required to file tax returns for that year, they must use the data from their tax return to answer the income questions. The FAFSA is available in the University's Admissions and Financial Aid Offices, or from any local college or high school. If students have previously applied for financial aid, they may also receive a Renewal FAFSA in the mail. New students do not have to wait until an admission application is on file to complete the FAFSA, however the Admissions application must be complete in order to receive a financial aid eligibility letter. Students can now also file your FAFSA on the web at:
http://www.fafsa.ed.gov

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, tax returns must be 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 the student chooses to file using estimated income, a copy of the completed tax return to the Financial Aid Office must be submitted before eligibility for financial aid can be determined. Completing the FAFSA based on estimated information will delay the process, therefore it is urged that students file the FAFSA based on completed tax returns.

Suspicion of Fraud
The Financial Aid Office is required by law to report students to the Office of the Inspector General and/or local law enforcement officials if it is suspected that information has been misreported and/or altered documentation for the purpose of increasing financial aid eligibility, or fraudulently obtaining Federal funds.

2. SAR
A few weeks after mailing the FAFSA to the federal processor, a Student Aid Report will be received. 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 and submit the entire SAR to the Financial Aid Office.

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

If the student filed the FAFSA based on estimated tax returns, a copy of their tax returns must be sent 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, the student will be mailed a financial aid eligibility letter, and cover letter. This letter explains what types of aid the student is eligible for and the amounts for which they are eligible. The cover letter describes each aid type. Please read the cover letter thoroughly since the student is responsible for understanding all information contained in this letter if they agree to accept any of the aid. The financial aid eligibility letter must be signed and returned to the Financial Aid Office.

One copy should be kept for personal records. If the student agrees to accept any portion of a loan, they 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 are enclosed with the Financial Aid Eligibility Letter. This must be complete before the loan application will be processed.

6. Loan Application

If students are eligible for the Federal Stafford or Federal Unsubsidized Stafford loans, and wish to accept any portion of the loans, they must complete a separate application/promissory note. These applications are available in the Financial Aid Office, if one has not been received in the mail. If students have prior unpaid Federal Stafford Loans they are encouraged to apply through the same lender. Please obtain an application from that lender. After carefully reading all instructions, information, complete the student section of the application, and return it to the Financial Aid Office. This application must be received by the Financial Aid Office at least 8 weeks prior to the tuition due date in order for the loan funds to be received in time to pay tuition.

7. Loan Counseling Session

If students are receiving loans for the first time at Naropa, they must attend a loan counseling session before any loan funds will be released. 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, financial aid applications 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 students are unable to file an application by this date, please contact the Financial Aid Office about remaining financial aid availability.

New students: New students are strongly encouraged to submit the FAFSA to the Federal processors by March 1, however, late applications for new students will be considered for all forms of aid. New students applying for aid for the Spring semester should submit the FAFSA to the federal processor by October 1.

2. Verification and Supporting Documentation

As mentioned above, students are notified on the Student Aid Report if they have been selected for verification. If 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 guarantee 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 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). Students must notify the Financial Aid Office immediately of any change in enrollment status, so that 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 students are enrolled less than half-time (6 credits) for any semester, including Summer, they are not eligible for financial aid for that semester. Exception: Pell-eligible undergraduates may be eligible for partial Pell grants even if enrolled less than half-time.

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

Financial Aid for Study Abroad

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

Appeals

All students have the right to appeal a financial aid ruling, or appeal for more aid than was awarded in the financial aid eligibility letter. All appeals must be made in writing to the Financial Aid Office.

Supporting documentation may be requested as necessary. The Financial Aid Office will review the appeal and notify students in writing if the appeal has been approved or denied. If any changes are made to their financial aid eligibility, they 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 students familiarize themselves with the following policy if you are receiving financial aid, as it affects not only current financial aid eligibility, but future aid as well.

If students meet the three criteria outlined below, they are considered to be 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 a 1/2 time course load per semester. Courses taken for credit for which a student does not receive an “W”, “WF”, “NR”, “W” or “F” are considered completed courses. For graduate students, a course grade must be at least a B- to be considered complete. Students 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.

2. Minimum grade point average per semester
   An undergraduate must maintain a minimum grade-point average of 2.0 per semester.
   A graduate student must maintain a minimum grade point average of 2.7 per semester.

3. Maximum time-frame for completion of degree
   There is a maximum number of credits students may accumulate toward the completion of their degree. Students who continue to take courses beyond the maximum are no longer eligible for financial aid at the University.

Maximum credits for students who enter as:

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Graduate Student</th>
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<tbody>
<tr>
<td>160 credits</td>
<td>120 credits</td>
<td>85 credits</td>
<td>75 credits</td>
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Financial Aid Probation Status

If a financial aid recipient fails to make satisfactory progress as defined above during a semester, the student is put on Financial Aid Probation Status. This status is intended to serve as a warning to the student and does not affect the student’s financial aid eligibility. The student may regain Satisfactory Academic Progress by, for example, completing incomplete classes for the semester in question, and receiving satisfactory grades. In this way, the student’s Probation Status is cleared and the student is, once again, making Satisfactory Academic Progress.

Financial Aid Suspension Status

If a student on Financial Aid Probation Status fails to clear up his/her status for the semester in question and, furthermore, fails to meet Satisfactory Academic Progress criteria in a subsequent semester as well, financial aid eligibility is suspended and the student is put on Financial Aid Suspension Status. If the student on financial aid suspension maintains good academic progress the next semester, without receiving financial aid, suspension is removed and the student regains financial aid eligibility. The student remains on probation, however (remember, probation status, in itself, does not affect aid eligibility). The student may also regain aid eligibility by clearing up one or both of the two probationary semesters.

Appeal Process

To appeal a suspension of financial aid eligibility, a student must submit a written request to the Financial Aid Office.

Refunds and Repayment

If financial aid is received (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, financial aid accounts must be repaid 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 bill owed to the University. 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 University 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 University for the first time. All returning students will be subject to either the Institutional or the Federal refund policy, whichever is in the student's best interest. A $100 administrative fee will be charged to all students who withdraw from the University 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 University for the first time, receiving federal financial aid, decides to withdraw from the University 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 University 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.
STUDENT LIFE

"Seek out the like minded. You will be a community of eyes. And you will create the world in your heart."
– Anne Waldman

Disability Support Services

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

A student with a disability must make his/her needs known to the A.D.A. Coordinator (a.k.a. Dean of Students) or to the appropriate academic department head. The student is responsible for providing evidence of a condition that requires academic adjustments or auxiliary aids for impaired sensory, manual, or speaking skills.

Naropa's services include assistance to students with learning disabilities. Students 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.

Naropa's 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 Office of Student Services' intention 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 University, 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 University is approximately 25 miles northwest of Denver. From Denver take I-25 north to U.S. 36 (the Boulder turnpike). 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 University. Additional street parking is available in the neighborhoods across Arapahoe to the North. To get to Paramita campus: U.S. 36 to Foothills Exit. Take to Valmont Road; turn left to 30th Street; turn right. Paramita is located at 3285 30th Street. Public transportation by EMU/Rine 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. 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

Naropa University is a commuter campus, meaning that there are no dorms or on-campus housing. Students choose which living situation best suits their needs, whether that is an apartment they share with one other person, a group household where they split the rent on a house, or a room they rent in a local family's home. Student Services and the student government, SUTNI, work together to provide ways to make the housing search less stressful for students. There is a housing bulletin board near Student Services that lists all types of rentals in the area, and has many offerings for shared housing. Student Services also provides a housing sheet which quickly guides students to the best local spots that students can visit to find out about rentals: websites for the local newspaper, businesses that provide databases of rentals, where to stay while looking for a place, and more. SUTNI's Housing Coordinator works specifically to help students who want to find Naropa students to share an apartment or house with them. Students with housing questions can call Student Services or SUTNI anytime. Housing in Boulder is expensive and the
market for renting is competitive. This can be challenging, but Student Services and SUTNI are committed to providing the student with information that will help them be prepared. In this way we hope to help students find the living situation that best fits their needs. One of the best ways to find a good housing situation is to either pre-lease a place in advance, or if possible, to come out at least a month ahead of time to find a place.

Alternative Transportation

Naropa encourages the use of alternative transportation to support environmental concerns such as air quality and the limited parking space. Degree-seeking students receive an Eco-Pass that allows them to ride the RTD buses in Boulder and throughout the Denver-Boulder region, including travel to Denver International Airport and Eldora Ski Resort, free of charge. The bus pass is paid for as part of the registration fee and received following tuition payment each semester. A Community Bicycle Program is also available which allows Naropa community members to borrow bicycles for up to a half a year 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 oriented to their degree program and its curriculum, register for classes and meet faculty and administration. The week is a mix of events designed to foster an invigorating beginning for students new to Naropa, addressing both academic and social needs. SUTNI, Naropa's student government, offers several events during orientation to introduce new students to student groups and returning students. Students meet with their advisors and other key staff in their departments. A four-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 University orientation in the Fall.

Counseling

Naropa has 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. Student Services also has an extensive referral list for counselors and mental health workers within the community.

Contemplative Practice

Because of the University'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; T'ai-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 University 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 workstation is available for student use. The University periodically sponsors workshops on a variety of career-related topics.

Student Activities and Recreation

Student Services and the Student Union of Naropa University (SUTNI) coordinate activities such as on-campus dances and coffeehouses, 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 desirale cities to live in for exercise and sports opportunities by Outdoor Magazine. According to our city's Bicycle Coordinator, there are more bikes here than cars! Boulder also has three lavish recreation centers as well as mountain parks available to city residents.
Student Groups

Student groups at Naropa University reflect current student interests and concerns. They can range from the academic to volunteer work, to the purely recreational, and can include publications, support and service groups, entertainment groups, political group and more. The Assistant Dean of Students and SUTNI provide logistical support to these groups. Here is a partial list of groups that have been active at some point during the last two years:

- SEI (Students for Ethnic Inclusion)
- SUTNI (Student Union, Naropa University)
- DAWG (Diversity Awareness Working Group)
- DAWG Resource People
- Small Acts of Kindness
- Men’s Group
- Kindler (Student Literature Publication)
- Kayavayatra Printing Press
- Earth Day Planning Group
- Ganuda Theatre
- Sustainable Community Focus Group
- Naropa Students for a Free Tibet
- Naropa Hiking and Wilderness Group
- Naropa Volunteer Corps

Community Newsletter

The Naropa Weekly is the major communication channel for the University. 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 University 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 20 countries in Europe, Asia, North and South America. They are an important and valued part of the Naropa community.

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

Computer Center

The Computer Centers located in the Allen Ginsberg Library Building at the Main Campus and at the Paramita Campus, consist of Macintosh computers, DOS computers (PCs), and 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 University’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 University’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 University 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 University 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 University houses a Meditation Hall for sitting meditation available to students, faculty, staff and visitors whenever the Lincoln Building and the Paramita Campus 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 University’s founder, Chögyam Trungpa, Rinpoché, and Shunryu Suzuki Roshi, of the San Francisco Zen Center, developed a distinctive practice called “Maitri,” which helps practitioners develop greater self-awareness of the five qualities described in the Mission Statement. This practice requires training in specific 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 University students who have received Maitri practice instruction.

**Naropa Cafe**
A small, independently operated kitchen is housed in the center of both campus locations, offering both warm and cold snacks and “gourmet” meals. The cafes are 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 Bookstore is an independently run operation. It 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, 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 University Student Handbook, and The Naropa Weekly.

**Naropa University Student Handbook**
The handbook which includes University 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 University’s policies described in the Handbook include: what constitutes good academic standing; what constitutes satisfactory progress for financial aid recipients; the academic advising system; registration and graduation procedures; and other information pertinent to student affairs.
ACADEMIC INFORMATION

"Education here isn’t just a slip of paper, it is a fundamental understanding of your own mind.”
— Naropa Student

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
Naropa University 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. Students in other programs may take Summer courses for credit toward a degree contingent on prior approval by their advisors.

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 University 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.

COURSE REGISTRATION

The Difference Between Courses, Workshops & Special Study Opportunities
Courses offered by the University are designed to meet the needs of degree-seeking students. They ordinarily last for 15 weeks (Fall and Spring) or 8 weeks (Summer). Because of the substantial commitment of time and money, the Drop/Add period lasts long enough to attend at least one class meeting to determine if the course is suitable for the student’s academic journey.

Workshops offered by the University are designed to meet diverse needs of both degree-seeking and non-degree-seeking students, and therefore may not meet specific expectations. Because the Drop policy for workshops is more restrictive than for the University’s regularly-offered academic courses, students are encouraged to make sure the workshops will provide what they want before registering, by talking to the sponsoring department and/or instructor.

Special Study Opportunities include Independent Study, Out-of-Residence courses, Audited courses, and Non-Credit courses. Each of these is designed to permit some latitude in non-traditional approaches to learning, because the University is committed to honoring the integrity of individual academic journeys and to non-traditional approaches to learning. Because of the need to interface our unique latitude in this area with the requirements of our accreditation, to some extent Special Study Opportunities will remain a complicated opportunity. The availability of each type (Independent Study, Out-of-Residence courses, Audited courses, and Non-Credit courses) is limited by restrictions that are designed to protect academic integrity at the University.

For Courses

How to Register
Registration for new students is conducted during Orientation Week each semester. The schedule for Orientation Week is mailed to students by the Admissions Office 6 - 8 weeks in advance.
During Orientation Week, students meet with their advisor, who will review their file and program requirements. Advisors approve course selections and sign Registration Forms and any supplemental registration applications that may be required (such as those for Independent Study and Out-of-Residence courses). Students turn in forms to the Registration Office. The Registrar does not process students' forms without advisors' signatures.

The priority for registration for new students during Orientation Week is based on the first letter of last names. New students registering later than this are processed on a first-come, first-served basis, and may find courses full.

The deadline to register for courses is the last day of the Drop/Add period.

The Drop/Add Period for Courses
The Drop/Add period is when students may adjust their schedule for different courses, course sections, and pass/fail or letter grade options. The Drop/Add period ends at 3:00 p.m. on the seventh day of classes for the Fall and Spring semester. The Summer Drop/Add period is significantly different for each course and is printed in the Summer Schedule of Classes.

There are no academic or financial penalties for adding or dropping courses during this period. Changes made after this period carry both academic and financial penalties.

The Withdraw Period for Courses
The Withdraw Period is when students may withdraw from (but not add) courses. The Withdraw period begins on the eighth day of classes and ends with the sixth week of classes for the Fall and Spring semester. The Summer Withdraw period is significantly different for each course and is printed in the Summer Schedule of Classes.

If students withdraw from a course during this period, the grade of "W" for "withdrawal" appears next to the course title on transcripts. Partial refunds may apply.

Beginning with the seventh week of classes for the Fall and Spring semester, no further changes in schedule are allowed, except for medical or family emergencies. If students stop attending a course without dropping, withdrawing, or applying for the grade of Incomplete/Withdrawal, a grade of "F" will appear on transcripts for that course.

Drop or Withdraw from a Course - Fall & Spring

<table>
<thead>
<tr>
<th>Week</th>
<th>Action</th>
<th>Course title, grade of &quot;W&quot;</th>
<th>% Tuition</th>
<th>% Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Withdraw</td>
<td>25%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Withdraw</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Withdraw</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

Weeks 7-15 Changes allowed
Course title & letter grade, including "F" for no show

20% tuition
0% fee

Exception: If students are totally withdrawing from the University and they are receiving federal financial aid, see "Refunds and Repayment of Financial Aid," because they may be subject to a different refund schedule.

How to Drop or Withdraw from a Course - Summer
The Drop and Withdraw periods for Summer are significantly different for each course and are printed in the Summer Schedule of Classes.

For Workshops

How to Register
The deadline to register for workshops is 3:00 p.m. on the first day of the workshop. After this date, for some workshops, students may register for non-credit only, as long as there is still space available, by going to the School of Continuing Education or to the first class meeting of the workshop. Full payment is required at the time of registration. The first day of many workshops often can occur on days when the Registration Office is closed. When that is the case, please drop forms through the mail slot in the Registration Office door.

The Drop/Add Period for Workshops
Students may drop or add a workshop up until 3:00 p.m. on the first day of the workshop. After this time, for some workshops, they may register for non-credit only, as long as there is still space available, by going to the first class meeting of the workshop. Full payment is required at the time of registration. The first day of many workshops often can occur on days when the Registration Office is closed. When that is the case, please drop forms through the mail slot in the Registration Office door.

How to Drop a Workshop - Fall, Spring & Summer

When to Use | Form Appears | What % Refund on transcript

<table>
<thead>
<tr>
<th>3 PM</th>
<th>Drop/Add on the first day of the workshop</th>
<th>Nothing</th>
<th>100% tuition</th>
<th>100% fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>After 3 PM on the first allowed day of the workshop</td>
<td>Course title &amp; letter grade, including &quot;F&quot; for no show</td>
<td>0% tuition</td>
<td>0% fee</td>
<td></td>
</tr>
</tbody>
</table>
The Withdrawal Period for Workshops
Withdrawals from workshops are not permitted by the University, except for medical or family emergencies. If the student stops attending a workshop without applying for the grade of Incomplete/Withdrawal, a grade of "F" will appear on transcripts for that course.

For Special Study Opportunities
Students may count no more than a total of 9 credit hours of Independent Study, Private Music Lessons, and Out-of-Residence (OOR) courses toward their degree. (For Music majors, the maximum is 12. For Religious Studies Language majors, the maximum is 15).

Independent Study
Independent Study is considered a semester-long course. Students may add Independent Study courses until the last day tuition payments are due. Neither approval nor credit is given retroactively. The regular per-credit tuition is assessed.

The approved supplemental Independent Study application is required to be submitted with the registration form.

It is the student's responsibility to finish the work in time for it to be evaluated, graded, and the grade submitted to the Registrar by the grade due date of the semester in which they are registered for the course.

Out-of-Residence Study
Semester-Long Courses.
Out-of-Residence courses that last a full semester are considered semester-long courses, and therefore are subject to the Registration, Drop/Add, Withdraw, and Refund policies for Courses. Students may not drop or add Out-of-Residence courses later in the semester, nor is approval or credit given retroactively. The special Out-of-Residence per-credit tuition is assessed.

Students should begin the approval process for Out-of-Residence courses at least one month before the beginning of the course, because academic approval usually takes one month to obtain. The approved supplemental Out-of-Residence application must be submitted with registration forms. It is the student's responsibility to finish the work in time for it to be evaluated, graded, and the grade submitted to the Registrar by the grade due date of the semester in which they registered for the course.

Audited Courses - Fall & Spring Only
To audit ("listen to") a course is a privilege available only to full-time, degree-seeking students of the University. To audit a course, students submit to the Registrar, during the Drop/Add period, an Audit Form specifying the course(s) they wish to audit. Students may not request to audit a course for which they have previously registered for credit if the course is full on the last day to drop or add.

All audit requests are processed on a first-come, first-served, space-available basis on the first day after the Drop/Add period. To cancel an audit registration prior to the end of the drop/add period, students must speak to a Registration staff member. Cancellations are not allowed after the last day to drop/add. If students do not get into the course they requested, students will be telephoned by the Registration Office to inform them of this and they must stop attending the course.

Students may not drop, withdraw, receive a grade of incomplete, or receive a refund for audited courses.

Students who are in their final semester before graduation and who are registered at less than full-time status are permitted to audit additional courses. This option is available for one semester only.

Private Music Lessons
Private Music Lessons are considered semester-long courses, and therefore are subject to the Registration, Drop/Add, Withdraw, and Refund policies for Courses. Students may not drop or add Private Music Lessons later in the semester, nor is approval or credit given retroactively. The regular per-credit tuition is assessed.

It is the student's responsibility to finish the work in time for it to be evaluated, graded, and the grade submitted to the Registrar by the grade due date of the semester in which they are registered for the course.

Non-Credit Courses
Each semester, the University's School of Continuing Education offers non-credit courses to non-degree students that are also available to students. Students must fulfill the same requirements for these courses that apply to non-degree students. These courses are registered for through the School of Continuing Education and do not appear on their transcript, nor do they count toward their degree or toward any professional licensure or certification.
No Shows
If students fail to drop or withdraw from courses or workshops for which they have registered or pre-registered, according to the policies and procedures printed in this catalog, they will receive the grade of "F". Students are liable for full tuition and fees for those courses, regardless of whether they attended the courses or not.

Pre-Registration
If students are returning degree-seeking students, they may pre-register during the Fall semester for Spring courses, and during the Spring semester for Summer and Fall courses. Pre-registration ends with the twelfth week of classes for both semesters.

During pre-registration students meet with their advisor who will review their transcript and program requirements. Advisors approves course selections and signs Registration Forms and any supplemental registration applications that may be required (such as those for independent study and out-of-residence courses). Students then submit forms to the Registration Office. The Registrar does not process students' forms without advisors' signatures.

Pre-registration course requests are processed in order of students' seniority, which is based on total earned credit hours. If students do not pre-register during the pre-registration period, course requests will be processed on a first-come, first-served basis, after other students' requests. Students may find courses full.

Wait Lists
If students are waitlisted for a course, there are several decisions to make and steps that need to be taken:

Do you want to wait for an opening?
If not, students must drop the course, using a Drop/Add form signed by their advisor, before the end of the Drop/Add period.

If so, keep attending the course, even up to the last day of the Drop/Add period. If an opening occurs, students will be registered in the course. If no opening occurs, they will be telephoned by the Registration Office to let them know that they did not get into the course and that they must stop attending the course.

If an opening does not occur, will it affect financial aid?
If the number of credits for which students are registered (excluding the waitlisted course) equals or is greater than the number needed to receive financial aid award, then it will not affect the award.

If the number of credits for which students are registered (excluding the waitlisted course) is less than the number needed to receive a financial aid award, then it will affect the award. In this case, students should seriously consider dropping the waitlisted course and substituting another course that still has openings.

For every question about financial aid awards, please check with the Financial Aid Office.

Registration Holds
Students with outstanding financial obligations to the University will not be registered until payment has been made or arrangements with the Bursar. Such obligations include, but are not limited to, tuition and fees, library fines, and loan payments.

Changing a Course Status
From Credit to Non-Credit
Students may only change a course status from credit to non-credit during the Drop/Add period.

From Credit to Audit
Students may change a course status from credit to audit only if there is space available at 3:00 p.m. on the last day of the Drop/Add period, beyond the space they hold.

From Non-Credit to Credit
Students may only change a course status from non-credit to credit during the Drop/Add period.

From Audit to Credit
Students may only change a course status from audit to credit during the Drop/Add period.

From Non-Degree to Degree-Seeking
If students wish to change a for-credit course from non-degree to degree-seeking status in order to have these credits apply toward their degree, they may do so with the permission of your advisor, who must indicate in writing to the Registrar which requirement the course will fulfill. Students must pay a $30 processing fee.

Enrollment Status
Fall, 3/4-Time, and 1/2-Time Status
Enrollment status is used for federal government reporting purposes to determine, among other things, eligibility for financial aid and deferment of financial aid loan repayments.

The minimum credit requirements which follow apply to all sessions (Fall, Spring, and Summer), and do not, in any way, prohibit a department from requiring that more credits per semester be taken. The minimum credit requirements refer 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, Foundation Year, and Certificate Study - Fall, Spring & Summer

<table>
<thead>
<tr>
<th>Status</th>
<th>Credits Per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>12 or more credits</td>
</tr>
<tr>
<td>3/4-Time</td>
<td>9 - 11.9 credits</td>
</tr>
<tr>
<td>1/2-Time</td>
<td>6 - 8.9 credits</td>
</tr>
</tbody>
</table>
Graduate Study - Fall, Spring & Summer

Full-Time 9 or more credits per semester
1/2-Time 6 - 8.9 credits per semester

There is only one exception to these definitions of enrollment status. See "Special Student Status" (below).

Special Student Status

If the student is a graduate student and has not finished their master's paper, thesis, or manuscript by the time they have completed all other coursework required for the degree, the student must register for a 0.5 credit Extended Paper, Extended Thesis, or Extended Manuscript course, for each semester the project remains unfinished until the student officially graduates. It is the student's responsibility to finish the work in time for it to be evaluated and graded, and the grade to be submitted to the Registrar by the grade due date of the semester for which he/she is registered.

Paying the bus pass fee and 0.5 credit tuition entitles students to "Special Student Status," which means that they can be verified as a 1/2-time student while carrying 0.5 credits. This status is granted for as many semesters as are remaining within the time limit for completing their degree. Students are not eligible to receive financial aid during that time, and students are not eligible to be on Leave of Absence during that time.

There is no need to register for these extended master's work courses during the summer, and therefore they are not offered during summer sessions.

Four grades can be given in all master's work extension courses:

• P = Pass. The project is completed, approved and accepted.

• SP = Satisfactory Progress. The project is not yet completed, but the student made adequate progress; this grade can only be used in master's work and extension courses.

• F = Fail. The student did not make satisfactory progress.

• I/W = Incomplete/Withdraw. The student has a medical or family emergency consistent with the University's I/W policy.

There is a fifth grade that may only be given in Spring semester master's work and extension courses, and it lasts only until the end of summer session.

• I/F = Incomplete/Failure. For highly unusual, highly extenuating circumstances when only a small portion of the work remains to be completed.

Students are not eligible to receive the grade of I/F at the end of the Fall semester. They are eligible to receive the grade of I/F at the end of the Spring semester, in order to continue working on their project during the summer. If they have not finished the work in time for it to be evaluated and graded, and the grade to be submitted to the Registrar by the grade due date of the summer session, students must register for another extended master's work course during the following Fall. The I/F grade will then be changed to SP.

For International Students, the Registration Drop/Add form on which they register for an extended master's work course must be signed both by their advisor and by the International Student Advisor, who determines satisfactory progress toward their degree in consultation with the major department.

Courses Requiring Prerequisites or Permission

If the course description stipulates that a prerequisite is necessary (a course, prior experience, etc.), or permission of the instructor or department is required, it is the student's responsibility to comply with this requirement. Failure to do so will jeopardize completion of the course, and the instructor has the right to require the student to leave the course. The student will be responsible for any applicable academic and financial penalties.

Grading

Naropa does not believe that grades are the single most important measure of education, and therefore the University does not determine or publish a Dean's List, nor does it confer degrees cum laude. However, grades remain an important indicator of the students' accomplishment, as well as a useful tool for communicating his/her educational journey to others through his/her transcript.

The student's instructor is required to clearly state the criteria for grading in the course syllabus at the beginning of the course, and it is the student's responsibility to understand it.

In addition to grades, Naropa uses a model of five qualities which is considered integral to the make-up of a fully educated person. These five qualities are openness and respect for one's immediate experience, interpersonal and communication skills, sharpened critical intellect, resourcefulness and appreciation of the richness of one's world, and effective action.

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
C+ = Acceptable
C = Failure
Or lower

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
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<tr>
<td>C+</td>
<td>2.3</td>
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<tr>
<td>C</td>
<td>2.0</td>
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<tr>
<td>C-</td>
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<tr>
<td>D+</td>
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<tr>
<td>D</td>
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<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

Incomplete/Withdraw (I/W)

I/W grades are appropriate in cases of documented medical or family emergencies and are allowed for one year only. I/Ws are assigned by the Registrar after approval of an I/W contract, which must include documentation of the emergency, an outline of the work students need to finish in order to receive a grade in the course, and the signature of their instructor. It is the student's responsibility to finish the work in time for it to be evaluated, graded, and the grade submitted to the Registrar (on a regular grade form) by the grade due date of the semester one year from the semester originally registered for the course (e.g., Spring grades are due at the end of the following Spring semester). Failure to complete the work by the deadline will result in a final grade of "W" for the course.

Pass/Fail

All required courses in the student's major and minor must be taken for letter grade, except for courses such as group process, where letter grades are inappropriate. These courses may be taken on a Pass/Fail (PF) basis with the department's approval. Effective courses may be taken on a Pass/Fail basis, with the student's academic advisor's approval. For undergraduate pass/fail courses, all grades of "D+" and above convert to a final, reported grade of "P." For graduate Pass/Fail courses, grades of "B-" and above convert to "P." A grade of "P" does not affect the student's grade point average. A grade of "F" lowers the student's grade point average. The Pass/Fail option must be selected during the Registration and Drop/Add periods. Students must clearly indicate you registering for a course on a Pass/Fail basis on Registration and Drop/Add forms.

Other Grades

On occasion, students will receive a grade report or transcript with grades other than those listed above, as follows:

AU = Audit
IP = In Progress
NR = Not Recorded
NC = Non-credit
SP = Satisfactory Progress (used only in Master's work and extension courses)

Academic Standing, Probation & Suspension

Please note: Satisfactory Academic Progress, which is used by the Financial Aid Office to determine eligibility for continued financial aid, includes Academic Good Standing and other criteria.

Academic Good Standing

Undergraduate Academic Good Standing requires a semester Grade Point Average (GPA) of 2.0. Graduate Academic Good Standing requires a semester G.P.A. of 2.7. Grade Point Average and Academic Good Standing do not guarantee acceptance into an internship. Consult departments for details.
Academic Probation
If the student's semester G.P.A. falls below Good Standing, the Office of the Registrar will notify (1) the Vice-President for Academic Affairs, (2) their advisor, (3) the Director of Financial Aid (if they receive financial aid), (4) and the Dean of Students. The student will be placed on academic probation; and notified of this status in writing by the Vice-President for Academic Affairs' Office.

Academic Suspension
Two consecutive semesters of academic probation automatically result in suspension. Suspension status is indicated on transcripts. Once on academic suspension, students are not allowed to enroll in credit courses at the University. To initiate an appeal to be reinstated to the University following suspension, students must write a letter concerning their situation to the Vice-President for Academic Affairs, and they must complete any outstanding coursework, such as courses in which they received a grade of F. A review committee is then formed to evaluate their situation. The committee consists of the student, their academic advisor, the Vice-President for Academic Affairs, the Dean of Students, and the Director of Financial Aid (if they receive financial aid).

Students can avoid probation and suspension by seeking help from instructors, academic advisor, tutors, and fellow students before their status is at risk. Together positive ways to avert disciplinary measures can be discovered. The more time allowed to do so, the better.

Contesting a Grade
If a student believes that a grade has been assigned incorrectly or unfairly, he/she should consult the instructor to determine the basis for assigning the grade. The Instructor may request a grade change by using the "Grade Change Form" available outside the Registration Office. Normally, grades may be changed only if the instructor discovers an error in calculating the original grade. Grades may not be changed on the basis of work submitted following the end of the semester, with exception of removing the grade of "Incomplete." If the student and the instructor are unable to resolve the issue, he/she may request a review of the grade through a written letter to the Vice-President for Academic Affairs.

The deadline for requesting a grade change is the end of the second week of the semester following the semester in which the grade was assigned (e.g., for Fall semester grades, the end of the second week of the following Spring semester).

Undergraduate Study
The Bachelor of Arts Program
The faculty of Naropa University, 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 University's contemporary arts requirements effectively unite the learning of the classroom with personal awareness disciplines.

Breadth is provided through general education requirements (Naropa Core), which may be satisfied by the first two years of the student's study at 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 University.

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 Naropa.

Classification of Students
Each semester, full-time matriculated students will be classified in one of the four classes according to the total number of credit hours earned at Naropa College and/or accepted as transfer credits.

- Freshman (First Year Core) 0-29.5 hours
- Sophomore (Second Year Core) 30-59.5 hours
- Junior 60-89.5 hours
- Senior 90-120 hours

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

Each program has specified a recommended and/or required completion time. The Master of Fine Arts in Writing and Poetics require a minimum of two years, which include two summer intensives. Buddhist Studies, Dance/Movement Therapy, Body Psychotherapy, and Transpersonal Counseling Psychology require a minimum of two years. The
Contemplative Psychotherapy program requires two and three-quarters years to complete. The Master's degree program in Gerontology and Long-Term Care Management can be completed in either 16 months or 20 months of study, depending upon 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 part of any graduate study. All entering MA students are required to take the University'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, Shamahala Training, T'ai Chi Chuan, 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. Shamahala 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 program; please consult the program advisor for details.

Master's Degree Graduation Requirements
Each graduate program has established a required number of credit hours and specific courses, thesis, and other requirements for completing the master's degree. Please consult the following program descriptions for the requirements for each program.

Graduation
Application Process
In the first week of the semester in which students anticipate completing all coursework for graduation, they must pick up the "Graduation Instructions Letter" and the "Application to Graduate Form" or the "Application to Participate Form" located outside of the Registration Office. The instructions letter lists the requirements and associated deadlines for verification of their eligibility for graduation or participating in the graduation ceremony.

"Application to Participate" versus "Application to Graduate"
To simplify the graduation process, any student who is within 3 credit hours of completing the coursework for their degree may sit with their class during the graduation ceremony. The "Application to Participate Form" must be completed and submitted to the Registrar's Office by the due date. The "Application to

Graduate Form" is appropriate when all the course work will be finished at the end of the Spring semester.

Degree Dates
Degrees carry the date of the semester in which students complete all of the requirements for the degree. Whether or not students are eligible to be graduated in the summer is entirely at the discretion of the major department.

The Effect of Incompletes or Coursework Not Yet Taken
If students have no more than three credits of incomplete work, they may sit with their classmates at the graduation ceremony. Exceptions to consider more than three credits must be approved by the Academic Policy Committee no later than four weeks before grades are due for that semester.

If students have any incomplete work, their degree will carry the date of the semester in which they completed the work, not the semester in which they started the work.

Diplomas and Transcripts Verifying Graduation
Diploma and two copies of official transcripts are mailed after final grades have been verified and after other audit checks are completed, normally 10-12 weeks after the ceremony. Official transcripts verifying graduation can be mailed earlier, after final grades have been verified, normally 4 weeks after the ceremony. There is no charge for the first two transcripts; however, requests for early transcripts must be in writing. Transcripts and diplomas will not be issued if all of the above steps are not properly completed.

Even though there is only one graduation ceremony per academic year (at the end of the Spring semester), diplomas and official transcripts verifying graduation will be available after the end of the semester in which all the requirements for the student degree are completed.

Confirmation Deposits
A Confirmation Deposit of $250 will be mailed as soon as all graduation audits are completed (usually before diploma and transcripts are mailed).

Leaves of Absence
If students plan to take a break from their studies, they can "save" their place in the program, for a maximum of one year, by following the leave of Absence procedure. If students are in good academic and financial standing, the leave is usually approved, and they may return to the University within one year without having to re-apply for admission.

A Leave of Absence should be applied for during the semester prior to departure. The deadline to apply during the first semester in which students are not registered for courses is the end of the Drop/Add period. After that date, a $30 processing fee is
assessed to hold their place in the program. If students do not attend a summer session, they do not need to file a Leave of Absence.

If students miss a semester without filing a Leave of Absence, they must re-apply for admission to continue their studies. The basis of this policy is the University's belief that continuity is an integral and significant part of contemplative education. This policy applies when students (1) file a formal Withdrawal from the University, (2) drop or withdraw from all courses in any one semester, (3) complete all courses in any one semester but do not register the following semester, or (4) do not return from a Leave of Absence within the specified time.

A student's re-admission, as well as the number of credits he/she has previously earned that can be counted toward the degree he/she is seeking, are at the discretion of the academic department to which he/she is applying.

The “Leave of Absence” form is available outside the Registration Office. Students must route it to the following people for their signature and approval: (1) Academic Advisor, (2) the Dean of Students, (3) the Director of Financial Aid, and (4) the Bursar. Students will need to make an appointment with the Bursar's Office to audit their account, because auditing their account cannot be done on a walk-in basis.

If students file a Leave of Absence without completing current coursework, all Drop, Withdraw, Refund, and Incomplete (UF and WM) policies apply.

If at the end of a Leave of Absence students decide not to return, they must then follow the procedures for “Permanent Withdrawal” (below) in order to receive a confirmation deposit.

For what to do in case of medical or family emergency, see “Leaves of Absence and Withdrawals in Cases of Medical or Family Emergencies.” Graduate students who have completed all their coursework but not their master's thesis, paper, or manuscript, are not eligible for Leaves of Absence. Instead, students must register for a 0.5 credit Extended Thesis, Extended Paper, or Extended Manuscript course for every semester that elapses until the master's work is completed. When a Leave of Absence is taken, the confirmation deposit is not returned.

Permanent Withdrawal from the University

If a student decides to leave Naropa and has no intention of returning, he/she must complete the “Permanent Withdrawal from the University” form, which is available outside the Registration Office. It is the student's responsibility to make appointments with the following people to obtain their approval and signatures on the form: (1) academic advisor, (2) the Dean of Students, (3) the Director of Financial Aid, and (4) the Bursar. The student will need to make an appointment with the Bursar's Office to audit accounts, because auditing accounts cannot be done on a walk-in basis. Once the Bursar's Office has certified that accounts are clear, the completed form will be given to the Registration Office, who completes the appropriate drop or withdrawal forms and then adjust the records accordingly.

If students permanently withdraw from the University without completing current coursework any time after the Drop/Add period, all Drop, Withdraw, Refund, and Incomplete (UF and WM) policies apply.

If students are permanently withdrawing from the University and are receiving Federal financial aid, see “Refunds and Repayment of Financial Aid,” because they may be subject to a different refund schedule.

When students have completed the paperwork for Permanent Withdrawal from the University, their confirmation deposit (minus any outstanding fees) will be mailed. If they wish to return to the University they must re-apply through the Admissions Office. See “Re-Admission.”

Leaves of Absence & Withdrawals in Cases of Medical or Family Emergency

Documented medical and family emergencies may entitle students to the grade of Incomplete/Withdraw (W) in students courses. This grade allows students to re-take courses within one year without paying additional tuition. If they do not complete the work in those courses within a year, the grade of “W” (Withdrawal) is automatically assigned. Grades of W or F do not constitute permanent withdrawal from the University.

Failure to File a Formal Leave of Absence or Withdrawal from the University

If students do not file a Permanent Withdrawal or Leave of Absence, they forfeit their confirmation deposit.

If students do not file a Permanent Withdrawal or Leave of Absence, and they have pre-registered for courses for the subsequent semester, they are liable for all tuition and fees for those courses, and will receive the grade of “F” for those courses if not attended.

If students miss a semester without filing a Leave of Absence, they must re-apply for admission to continue their studies. The basis of this policy is the University's belief that continuity is an integral and significant part of contemplative education. This policy applies when students (1) file a formal Withdrawal from the University, (2) drop or withdraw from all courses in any one semester, (3) complete all courses in any one semester but do not register the following semester, or (4) do not return from a Leave of Absence within the specified time.
Re-Admission
- If students completed all courses in any one semester but did not register the following semester and did not file a Leave of Absence, they must re-apply for admission to continue their studies.
- If dropped or withdrew from all courses in any one semester, and did not file a Leave of Absence, they must re-apply for admission to continue their studies.
- If students did not return to the University after a Leave of Absence, they must re-apply for admission to continue their studies.
- If they filed a “Permanent Withdrawal from the University” form, they must re-apply for admission to continue their studies.

A student's re-admission, as well as the number of credits previously earned that can be counted towards the degree he/she is seeking, are at the discretion of the academic department to which he/she is applying. The admission and graduation requirements of the academic year for which the student is re-applying will apply.

A completed application form, application fee, three letters of recommendation for graduates, two for undergraduates, official transcripts reflecting further coursework (if applicable), and statement of interest, and application fee are required for re-admission.

Returning from a Leave of Absence
If students are returning to a program after an authorized, unexpired Leave of Absence, send a letter to the Registrar stating the semester returning. It is not necessary to re-apply through the Admissions Office.

Students may register during Orientation Week with new students, or may pre-register with other returning students during the pre-registration period of the semester preceding the semester returning (During April to return in the Fall semester, or during November to return during the Spring semester).

Maintaining Records
Permanent Change of Address
When students move, they must inform the Registration Office of new addresses and telephone numbers. Many different departments of the University will often have the need to be in contact, but most importantly this information is essential in case of emergency. Failure to update addresses and telephones promptly does not relieve students from responsibility for being aware of the information which the University attempted to deliver.

Temporary Change of Address
Students often take extended vacations and breaks. The University's software now has the capability to record a temporary change of address or telephone number. The University may need to contact the Student, but most importantly this information can be essential in case of emergency. Failure to provide a temporary address or telephone promptly does not relieve students from responsibility for being aware of the information which the University attempted to deliver.

Change of Name
If students change their name, they must fill out a “Change of Name” form and submit it, along with official documentation to the Registration Office. Identification showing both the old name and the new name is required. This may include a marriage certificate or court order for legal name change.

Change of Other Personal Information
If marital status, parent address, or religious denomination has changed or is expected to change soon, be sure to inform the Registration Office; they may need this information in case of emergency. Use the “Biographical Data Sheet,” located outside the Registration Office, to update this information.

Obtaining Records
Transcripts
The Registration Office issues both official and unofficial transcript copies of student academic records. Student signatures are required to authorize the release of a transcript. A “Transcript Request” form is available outside the Registration Office for this purpose.

Transcripts for Recent Graduates
Two copies of students official transcripts are automatically mailed (along with diplomas) after final grades have been verified and after other graduation audit checks are completed, normally 10-12 weeks after the end of the final semester. Official transcripts verifying graduation can be mailed earlier, after final grades have been verified, normally four weeks after the ceremony. There is no charge for the first two transcripts; however, requests for early transcripts must be in writing.

Transcript Fees
Unofficial Transcript $1.00
Official Transcript 5.00
Charge to Fax Transcript 3.00
24-Hour Service 10.00
Overnight Express Delivery 13.00

Transcript Holds
A “hold” will be placed on records if students have not met their obligations to the University. Such obligations include, but are not limited to, tuition and fees, library fines, and loan payments. Transcripts may also be withheld for non financial reasons, such as incorrect address.

Official transcripts will not be released by the University to a student or any other person or organization authorized until all outstanding financial obligations to the University have been met (or arrangements have been made to the Bursar’s satisfaction). All financial arrangements are made only through the Bursar's Office. Once student's obligations have been fulfilled, transcripts request can be processed.
Other Student Records

Students may make an appointment to view files at no charge.

Students may request copies of letters of recommendation, providing they have not waived their right of access to these letters. The charge for this service is $1.00 per page.

Students may request that any or all of their student academic record be photocopied by the Registration Office. The charge for this service is $1.00 per page, up to a maximum of $30.00. Requests for copies of student academic records to be sent to other parties must be in writing and must carry (or the student's authorized representative's) signature.

Family Educational Rights and Privacy Act of 1974

Naropa University makes every effort to comply with the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment). This act is designed to protect the privacy of educational records, to establish a student’s right to review and inspect student records and to provide guidelines for the correction of inaccurate information through informal and formal hearings. Students also have the right to file complaints with the Family Educational Rights and Privacy Act Office concerning alleged failures by the institution to comply with the Act.

The policy permits disclosure of educational records under certain limited circumstances and routine disclosure, at the University’s discretion, of information referred to as directory information: name, permanent and local addresses, telephone number(s), date and place of birth, major/minor field of study, class, anticipated degree and completion date, dates of attendance, full or half-time status, degrees and awards received and most recent school attended. The student has the right to prevent the disclosure of directory information by filing a request in the Registrar’s Office on a “Non-Release of Directory Information” form provided by that office. Such requests remain in force until rescinded in writing by the student, former student or graduate.

A copy of the complete policy and procedures may be obtained in the Registrar’s Office.

Questions concerning the Family Educational Rights and Privacy Act should be referred to the Registrar.
OPEN THE DOOR

The aim of a Naropa College education is to uncover wisdom, cultivate compassion, and develop the knowledge and skills for effective action in the world. We embody this aim in a community where faculty and students join in a mutual commitment to contemplative education and where faculty members teach what they know well and love deeply.

The Naropa College portion of this catalog focuses on the ideas, the people, and the approaches that make Naropa a unique learning community; it is the result of the combined efforts of faculty, staff, students, and trustees. Our intention in creating a collaborative catalog is to describe Naropa College without sacrificing the diversity of views that make up our community. This approach comprises an educational philosophy and an ethic. It exemplifies the environment of wisdom, compassion, and effective action where we meet to learn together.

EDUCATIONAL PHILOSOPHY

Naropa University grew out of a philosophy of contemplative education that dates to Nalanda University, a major center of learning founded in India in the sixth century CE, and presided over in the eleventh century by the Buddhist scholar Naropa. Our Buddhist educational heritage has been the ongoing inspiration for the development of Naropa College. From this heritage come three guiding principles: wisdom, compassion, and effective action.

An essential characteristic of wisdom is to value the sacredness and interconnectedness of all life. By cultivating our love of the process of learning, rather than striving after knowledge as an object, we grow into our inherent wisdom. Compassion begins with genuine self-acceptance and gentleness toward ourselves. From this, our capacity for empathy and kindness toward others develops naturally. To harm any part of the fabric of life is to injure the whole; to help any part is to benefit the whole. Effective action is the embodiment of wisdom and compassion in our lives. At Naropa, effective action manifests in our commitment to academic, artistic, and contemplative disciplines and in our service to others.

THE STRUCTURE OF A NAROPA EDUCATION

The Major

Naropa College offers the Bachelor of Arts degree in Early Childhood Education, Environmental Studies, InterArts Studies (concentrations in Dance/Movement Studies, Dance Therapy, Music, and Theater), Interdisciplinary Studies, Contemplative Psychology, Religious Studies, Traditional Eastern Arts, Visual Arts, and Writing & Literature.

The Bachelor of Arts degree programs in Early Childhood Education, Environmental Studies, InterArts, Religious Studies, Traditional Eastern Arts, Visual Arts, and Writing & Literature require 24 semester credits in the major. Contemplative Psychology is a 30-credit major. Inter-disciplinary Studies requires 40 semester credits and does not require a minor.

The Minor

The minor field is designed to provide you with experience in an alternative area of study. You may minor in: Anthropology, 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, or Writing & Literature. Nine semester credits must be taken to satisfy the requirement for the minor.

The Eight Areas of the Naropa Core

Excellence in education requires both breadth and depth of study. At Naropa College we take the view that breadth does not necessarily precede depth. The eight areas of the Core provide you with the opportunity to experience depth as well as breadth from the
To begin with, the main point of meditation is that we need to get to know ourselves: our minds, our behavior, our being. You see, we think we know ourselves, but actually we don't. There are all sorts of undiscovered areas of our thoughts and actions. What we find in ourselves might be quite astonishing.

— Chögyam Trungpa, Rinpoche, (Speaking of Silence: Christians and Buddhists on the Contemplative Way, edited by Susan Walker)

beginning of your studies. The Core offers the flexibility to choose from among the diverse range of courses at the College while maintaining a balance between contemplative practice, intellectual work, and creative expression.

At Naropa you will find that stories are often used to raise questions or make new connections. The following story offers a way of seeing the relationship between the Naropa Core requirement and your own preferences and predications.

A famous musician came to the Buddha and asked to be taught meditation. The musician asked the Buddha whether he should try to control his mind or completely let go. The Buddha responded with a question, asking the musician, “How would you tune the strings of your instrument?” The musician replied, “I would make them not too tight and not too loose.” The Buddha told the musician to think of meditation practice in the same way—not to let the mind wander but not to impose anything too forcefully.

The Naropa faculty has designed a Core requirement that is not too tight, not too loose. We are committed to ongoing study and practice in the areas represented by the Core and invite you to share this educational journey with us.

The faculty views the eight areas of the Core as mutually enriching and interdependent. You might visualize these eight areas as spokes of a wheel which lead into the same central hub: wisdom, compassion, and effective action. Through studies in the Naropa Core you will discover how these eight spokes interrelate, inform one another, attract and diverge.

As you seek to discover the relations between each of the eight spokes, you may find that surprising connections appear as if out of nowhere. While playing with a jazz ensemble, you may be reminded of the creative tension between form and freedom, and you may explore the interplay between innovation and tradition in a course on Judaic thought. A course that takes you on a walking tour of the Boulder bioregion may call for group and leadership skills you did not know you possessed. Through the eight spokes of the Core, you will clarify your own values and, we hope, discover an authentic life path.

The Core requirement should be seen in the context of the four-year program of undergraduate study. It is a graduation requirement and applies to all entering students as of Fall semester, 1999. We recommend that you complete as much of the Core as possible before declaring a major. Beginning with orientation week and continuing through your first two years at Naropa College, you and your advisor will design an individualized course of study in the eight areas of the Core leading to concentrated study in a major. Chances are you will find that the courses you most want to take will satisfy some part of the Core requirement.

**B.A. Degree Requirements**

A student must meet the following requirements to receive the Bachelor of Arts degree from Naropa College:

- Earn a total of 120 credit hours with a cumulative
- Grade Point Average of at least 2.50
- Fulfill the Naropa Core requirement
- Earn the final 60 upper-division credit hours at Naropa
- Complete the requirements for one of the B.A. majors
- Complete a minor of at least 9 credit hours

**Key to abbreviations:**

Courses specifically designed for first and second year students bear the Naropa College Core abbreviation (NCC) followed by a letter indicating the area of the Core satisfied by the course.

NCCP: Contemplative Practices
NCCW: World Wisdom Studies
NCCS: Cultural & Historical Studies
NCCX: Artistic Process
NCCL: Group & Leadership Skills
NCH: Healing Arts
NCCA: Communication Arts
NCCX: Complex Systems
NCCZ: Courses that fulfill one of two area requirements

As you will see from the lists below, many departmental offerings also fulfill Core requirements. These bear the following designators.

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50 Naropa College: Open The Door
The wisdom traditions of the books of Job, Proverbs, Ecclesiastes, and some of the Psalms are an integral part of the canon of the Western Bible religions. The Tao Te Ching and the Upanishads are an integral part of the Eastern religions. Indigenous peoples value their elder wisdom traditions and their oral transmissions.

The reality maps that weave our cosmologies are constantly updated by world events and the shifting spirit of an age, the shared mind-field, the Zeitgeist. Through becoming acquainted with the texts and the myths of the wisdom traditions, our students prepare their minds for the love of wisdom, philo-sophia.

– Rabbi Zalman Schachter-Shalomi, World Wisdom Chair Holder, Naropa University

ANT: Anthropology
ART: Visual Arts
DAN: Dance/Movement Studies
ECE: Early Childhood Education
ECO: Ecology
ENV: Environmental Studies
HOR: Horticulture
IAR: InterArts
MUS: Music
NAM: Native American Studies
PSY: Psychology
REL: Religious Studies
THR: Theater
TRA: Traditional Eastern Arts
WRIT: Writing & Literature

TRA 300 Exploring the Traditional Eastern Arts
TRA 499 Independent Studies
*TRA 500 Shambhala Meditation Practicum I
TRA 505 Tai-chi Ch’uan: Level I
TRA 510 Aikido I
TRA 513 Kyudo: Zen Archery
TRA 515 Yoga: Level I
TRA 520 Ikebana
TRA 525 Tai-chi Ch’uan: Level II (prerequisite)
TRA 530 Aikido II (prerequisite)
TRA 535 Yoga II (prerequisite)
TRA 545 Tai-chi Ch’uan: Level II (prerequisite)
TRA 550 Aikido III (prerequisite)
TRA 555 Yoga III (prerequisite)
*TRA 560 Shambhala Meditation Practicum II

NOTE: Contemplative Psychology students will fulfill 9 credits of the Contemplative Practices requirement within the major.

WORLD WISDOM STUDIES

Central to the mission of Naropa College is an inquiry into the wisdom that resides in the traditions of many different human communities. Through courses in World Wisdom Studies, you will investigate the relationship between your direct experience and ancient teachings, exploring firsthand their relevance to contemporary life. Faculty who teach courses in World Wisdom Studies are practitioners of the traditions they teach. The common aim of courses in this area is to explore the unity and diversity of human experience and to evoke the intersection between intellect and intuition.

Courses that Fulfill the World Wisdom Studies Requirement:

*ENV 510 Exploring Our Sacred Environment
NAM 510 Earth Circles and Traditional Wisdoms
NCCW 210 The Tao: Lao Tzu, Confucius & the I Ching
NCCZ 220W Ghandi and His Search for Moksha
NCCZ 290 Mythopoulos: Cosmogogies and Mythologies
NCCW 280 World Wisdom: Spiritual Frontiers of the New Millennium
REL 405 Foundations of Buddhism
REL 415 Mahayana Buddhism
*REL 500 Meditation Practicum I
*REL 520 Meditation Practicum II (prerequisite)
REL 525 Contemplative Christianity
REL 526 Buddhist Traditions: Nepal (Study Abroad)
REL 529 World Wisdom: Jewish Literacy
REL 530 Essentials of Hinduism
REL 535 Contemplative Judaism: Dialogue and Clash of Soul and Intellect
REL 540 Religions of China and Japan
*REL 552W Zen Intensive
*REL 554W Mahayana Meditation
*REL 573 Engaged Buddhism in Siam (Study Abroad)
*TRA 500 Shambhala Meditation Practicum I
*TRA 580 Shambhala Meditation Practicum II

Courses that Fulfill the Contemplative Practices Requirement:

NOTE: An asterisk preceding a course number means the course may be applied to the Core requirement in one of two areas. "W" following a course number indicates a 1-credit weekend intensive.

IAR 506 Contemplative Dance Practice
NCCP 265 Observing the World
PSY 521 Touching the Moment: Mindfulness Retreat
*REL 500 Meditation Practicum I
REL 501W Theravada Vipassana Weekend
REL 504W Introduction to Tibetan Buddhism: The Breeze of Simplicity
REL 506 Meditation Practicum: Nepal (Study Abroad)
REL 508 Meditation Practicum: Bali (Study Abroad)
*REL 520 Meditation Practicum II (prerequisite)
REL 552W Zen Intensive
REL 554W Mahayana Meditation
*THR 560 Mudra Space Awareness (prerequisite)
THR 565 Mudra Space Awareness II (prerequisite)

Courses that Fulfill the World Wisdom Studies Requirement:

*ENV 510 Exploring Our Sacred Environment
NAM 510 Earth Circles and Traditional Wisdoms
NCCW 210 The Tao: Lao Tzu, Confucius & the I Ching
NCCZ 220W Ghandi and His Search for Moksha
NCCZ 290 Mythopoulos: Cosmogogies and Mythologies
NCCW 280 World Wisdom: Spiritual Frontiers of the New Millennium
REL 405 Foundations of Buddhism
REL 415 Mahayana Buddhism
*REL 500 Meditation Practicum I
*REL 520 Meditation Practicum II (prerequisite)
REL 525 Contemplative Christianity
REL 526 Buddhist Traditions: Nepal (Study Abroad)
REL 529 World Wisdom: Jewish Literacy
REL 530 Essentials of Hinduism
REL 535 Contemplative Judaism: Dialogue and Clash of Soul and Intellect
REL 540 Religions of China and Japan
*REL 552W Zen Intensive
*REL 554W Mahayana Meditation
*REL 573 Engaged Buddhism in Siam (Study Abroad)
*TRA 500 Shambhala Meditation Practicum I
*TRA 580 Shambhala Meditation Practicum II

Courses that Fulfill the Contemplative Practices Requirement:

NOTE: An asterisk preceding a course number means the course may be applied to the Core requirement in one of two areas. "W" following a course number indicates a 1-credit weekend intensive.

IAR 506 Contemplative Dance Practice
NCCP 265 Observing the World
PSY 521 Touching the Moment: Mindfulness Retreat
*REL 500 Meditation Practicum I
REL 501W Theravada Vipassana Weekend
REL 504W Introduction to Tibetan Buddhism: The Breeze of Simplicity
REL 506 Meditation Practicum: Nepal (Study Abroad)
REL 508 Meditation Practicum: Bali (Study Abroad)
*REL 520 Meditation Practicum II (prerequisite)
REL 552W Zen Intensive
REL 554W Mahayana Meditation
*THR 560 Mudra Space Awareness (prerequisite)
THR 565 Mudra Space Awareness II (prerequisite)

Courses that Fulfill the World Wisdom Studies Requirement:

*ENV 510 Exploring Our Sacred Environment
NAM 510 Earth Circles and Traditional Wisdoms
NCCW 210 The Tao: Lao Tzu, Confucius & the I Ching
NCCZ 220W Ghandi and His Search for Moksha
NCCZ 290 Mythopoulos: Cosmogogies and Mythologies
NCCW 280 World Wisdom: Spiritual Frontiers of the New Millennium
REL 405 Foundations of Buddhism
REL 415 Mahayana Buddhism
*REL 500 Meditation Practicum I
*REL 520 Meditation Practicum II (prerequisite)
REL 525 Contemplative Christianity
REL 526 Buddhist Traditions: Nepal (Study Abroad)
REL 529 World Wisdom: Jewish Literacy
REL 530 Essentials of Hinduism
REL 535 Contemplative Judaism: Dialogue and Clash of Soul and Intellect
REL 540 Religions of China and Japan
*REL 552W Zen Intensive
*REL 554W Mahayana Meditation
*REL 573 Engaged Buddhism in Siam (Study Abroad)
*TRA 500 Shambhala Meditation Practicum I
*TRA 580 Shambhala Meditation Practicum II

Courses that Fulfill the Contemplative Practices Requirement:

NOTE: An asterisk preceding a course number means the course may be applied to the Core requirement in one of two areas. "W" following a course number indicates a 1-credit weekend intensive.

IAR 506 Contemplative Dance Practice
NCCP 265 Observing the World
PSY 521 Touching the Moment: Mindfulness Retreat
*REL 500 Meditation Practicum I
REL 501W Theravada Vipassana Weekend
REL 504W Introduction to Tibetan Buddhism: The Breeze of Simplicity
REL 506 Meditation Practicum: Nepal (Study Abroad)
REL 508 Meditation Practicum: Bali (Study Abroad)
*REL 520 Meditation Practicum II (prerequisite)
REL 552W Zen Intensive
REL 554W Mahayana Meditation
*THR 560 Mudra Space Awareness (prerequisite)
THR 565 Mudra Space Awareness II (prerequisite)
CULTURAL & HISTORICAL STUDIES

Courses in this area engage us in critical reflection and inquiry concerning cultural and global relations from historical and ethical perspectives. Cultural & Historical Studies courses guide students in examining how culture is produced, interpreted, and disseminated. Some courses address questions of power, disempowerment, and the human longing for liberation. Others focus on the relationship between individual literary or historical texts and cultural patterns that affect us both directly and indirectly.

We study literature not just to appreciate art or connect with our cultural roots but to understand the power of language and art to shape reality. Through Cultural & Historical Studies students develop skill in interpreting literary and historical texts to better comprehend their experience in the world, make informed choices, and contribute meaningfully to their communities. Students are advised to choose classes from two different disciplines in fulfilling this requirement.

NOTE: One 3-credit foreign language course may count toward the Cultural & Historical Studies Core requirement.

Courses that fulfill the Cultural & Historical Studies Requirement:

*ANT 536 Arts and Culture of Nepal (Study Abroad)
*ANT 538 Arts and Culture of Bali (Study Abroad)
*ANT 550 Cultures, Global Society, and Third World Issues (prerequisite: Cultural Anthropology or permission of instructor)
*ANT 586 Independent Research: Nepal (Study Abroad)
*ANT 588 Independent Research: Bali (Study Abroad)
ART 551 World Art I
ART 552 World Art II
ECE 350 Holistic & Contemplative Traditions in Education
*ENV 510 Exploring Our Sacred Environment
ENV 526 Tao of Environmental Politics
*ENV 563 Indigenous People & Environmental Issues

Courses that fulfill the Communication Arts Requirement:

NCCZ 200 American Literature Survey
NCCZ 202 Fundamentals of Writing
NCCZ 205 Computer Literacy
NCCZ 245 Introduction to the Short Story
NCCA 248 Coming to Voice
NCCA 250 Writer's Craft
NCCZ 262 Modern U.S. Literature & Culture: The Best Minds of My Generation

Courses that fulfill the Communication Arts Requirement:

NCCZ 200 American Literature Survey
NCCZ 202 Fundamentals of Writing
NCCZ 205 Computer Literacy
NCCZ 245 Introduction to the Short Story
NCCA 248 Coming to Voice
NCCA 250 Writer's Craft
NCCZ 262 Modern U.S. Literature & Culture: The Best Minds of My Generation
GROUP & LEADERSHIP SKILLS

Whether you intend to form a dance collective after graduation, teach kindergarten or college, publish your own literary magazine, or enter law school, you will need to develop and refine your ability to work as a member of a group.

The Group & Leadership Skills core requirement grew out of the faculty’s belief that undergraduate education must address the role of the individual within a community. Courses in this area assist students in developing an understanding of group dynamics and acquiring the tools needed to assume a position of leadership or collaborate effectively. Courses emphasize problem-solving, systems thinking, leadership skills, questions of power relations, diversity issues, and personal and social transformation. A common aim of these courses is to develop the knowledge and skills to act effectively and compassionately in a multicultural world.

NOTE: Undergraduates interested in further study and practice in this field may elect to take weekend intensives offered by the Master’s Program in Environmental Leadership.

Courses that fulfill the Group & Leadership Skills Requirement

*ENV 528 Ecopsychology Training: Waking Up Together
NCCZ 213 The Wisdom of the Body
NCCZ 220 Theories of Leadership East & West
NCCZ 209 Group & Leadership Skills: Cultural Identity & Creative Process
NCCL 240 Conflict Resolution & Restorative Justice
PSY 508 Group Process
PSY 365 Family Systems
*PSY 325 Introduction to Dance/Movement Therapy
*PSY 505 Authentic Movement
PSY 507 Wilderness/Adventure Therapy
PSY 516 Contemplative Mountaineering
*PSY 517W Experiential Multiculturalism
PSY 520 Psychology of Wilderness Experience
*PSY 528 Gestalt I
*PSY 530 Journey to the Source
*PSY 535 Embodiment Process/Group (prerequisite)
*PSY 578 Exploring the Role of Music in Therapy
*REL 515 Buddhism and Social Action

ARTISTIC PROCESS

Naropa’s emphasis on combining awareness practice with other disciplines provides a unique approach to the study and practice of the arts. In a world increasingly dependent upon passive reception of virtual experience, we value awakening and enlivening the sense perceptions through direct participation in creative process. The joy of creativity and delight of improvisation requires a commitment to personal discipline that informs all aspects of our lives. Courses in Artistic Process develop self-confidence, creative flexibility, and an appreciation for the fine and performing arts. Some practices are collaborative and performance-oriented; some are solitary. Students are advised to choose classes from two different disciplines in fulfilling this requirement.

Courses that fulfill the Artistic Process Requirement

ANT 536 Arts and Culture of Nepal (Study Abroad)
ANT 538 Arts and Culture of Bali (Study Abroad)
ART 500 The Contemplative Artist
ART 502 Pottery From the Earth
ART 505 Drawing I
ART 515 Watercolor I
ART 520 Calligraphy and Book Arts
ART 525 Drawing II
ART 533 Thangka Painting I
ART 535 Watercolor II
ART 537 Brushstroke I
ART 556 Tibetan Scroll Painting
ART 558 Balinese Batik
DAN 310 Contemporary Dance Foundations
DAN 350 Contact Improvisation
DAN 350 Contemporary Dance Forms I
DAN 400 Contemporary Dance Forms II (prerequisite)
DAN 410 Dance of Africa
DAN 508 Balinese Dance
IAR 340 Studies in Improvisation
IAR 505 Contemplative Dance Practice
MUS 505 Balinese Gamelan Orchestra
MUS 508 Shambhala Chorus
MUS 515 Music of Africa
MUS 530 Improvisation I
MUS 535 Jazz Ensemble
MUS 538 African Marimba Ensemble
MUS 540 Improvisation II: Jazz and Blues Forms
MUS 546 Nepali Music and Dance (Study Abroad)
MUS 548 Balinese Gamelan Orchestra: Bali (Study Abroad)
NCCA 205 Thinking Photography
NCCZ 209 Group & Leadership Skills: Cultural Identity & Creative Process
NCCL 213 The Wisdom of the Body
THR 500 Actor’s Journey, Fool’s Caper
THR 503W, 504W, 507W, 508W, 533W, 534W, 537W, 538W:
   Acting Labs: Special Topics
THR 520 Basic Acting
THR 525 Basic Acting II (prerequisite)
THR 530 Musical Theater: Singing and Acting on the Spot
THR 540 Character Acting
THR 545 Character Acting II (prerequisite)
THR 550 Voice and Sound I
THR 570 Advanced Voice

COMPLEX SYSTEMS

Only a century ago, scientists and philosophers were filled with the hope that we could understand the whole of any object or domain by a detailed examination of its ever-smaller parts. This search led to disappointment as we began to realize that natural systems require a much more complex view. Scientists and philosophers began exploring whole systems in all their ambiguous complexity. What began as a complex mathematical pursuit has become a valuable and approachable way to observe and think about our lives as a rich network of interconnected relationships. At Naropa we also honor ancient traditions of wisdom that have long appreciated and articulated these relationships.
Through courses in Complex Systems, you will learn to consider "nets" or "fields" of relations, the flow of exchange among them, and the organizing principles of functioning wholes. Courses in this area emphasize observation and how methods of inquiry shape perception. How does cultural consensus about what is "real" influence what we see? Complex Systems courses are designed to increase our ability to analyze data, perceive patterns, think in terms of long-range impacts, acknowledge alternative perceptual frameworks, and to remain open in the face of uncertainty.

One of the most significant systems relationships we have today is with the natural world. Therefore, we require that one of your Complex Systems courses be in Environmental Studies.

Courses that fulfill the Complex Systems Requirement:

*ANT 550  Cultures, Global Society, and Third World Development
DAN 550  Body-Mind Centering I: Foundation and Anatomy
ECE 320  Body Mind Development and Expression
ECO 500  Water Quality and Watersheds I
ECO 550  Water Quality and Watersheds II
ECO 506  Coming Home: Boulder’s Bioregion
ECO 520  Field Ecology
ECO 560  Global Ecological Issues
ENV 300  Nature, the Sacred and Contemplation
ENV 320  Ecology and Evolution (prerequisite NCCX 222)
ENV 340  Garden World
ENV 500  Human Systems and Evolution (prerequisite Cultural Anthropology or permission)
ENV 510  Exploring Our Sacred Environment: Through the Eyes of Indigenous High Plains Cultures
ENV 520  Deep Ecology In Context
ENV 530  Environmental Problem Solving
ENV 540  Contemplative Approaches To Environmental Issues
ENV 550  Sustainable Communities
*ENV 563  Indigenous People & Environmental Issues
HOR 500  Landscape Design For Sustainability
HOR 510  Small Farm Management
HOR 520  Vegetable Garden
NCCX 200  Boulder Bioregion
NCCX 210  Botanical Arts: Doing Science Through Art
NCCX 215  Anatomy in Clay: Zoologik Anatomiken
NCCX 222  Scientific Inquiry: Kitchen-Sink Science
NCCX 230  Physics & the New Science
NCCX 240  General Systems Theory
NCCX 245  Geography: Pilgrimage, Sacred Landscape & Celebration of Earth
NCCX 250  Mathematical Logic & Cognition
NCCX 310  Cognitive Studies
NCCX 370  Metacognition Seminar
*PSY 539  Nutrition
*PSY 556  Symbols and Transformation
*PSY 365  Family Systems

HEALING ARTS

The willingness to look deeply and investigate the nature of our own body, heart, and mind is central to the educational vision of Naropa. In order to help others we must know ourselves. Here we may find hidden treasures or unwanted experiences, painful obstacles as well as authentic confidence. We may even discover to our amazement that these are inseparable from each other.

The courses that fulfill the Healing Arts requirement are diverse in orientation. Some emphasize the wisdom of the body and the sense of self. Others provide tools for investigating basic assumptions or beliefs that may obscure our capacity to understand ourselves and others. In all of these courses you learn to examine your experience with precision, gentleness, and curiosity. Many of these courses address specific healing traditions or theoretical models but all train students in openness and respect for their immediate experience, providing the necessary foundation for working with others.

Courses that fulfill the Healing Arts Requirement:

ECE 300  Foundations of Contemplative Education
*ENV 528  Ecopsychology Training: Waking Up Together
PSY 320  Introduction to Psychology
*PSY 326  Introduction to Dance/Movement Therapy
PSY 330  Introduction to Jung
PSY 344  Introduction to Transpersonal Psychology
PSY 350  Humanistic Psychology
PSY 360  Approaches to Healing
PSY 377  Introduction to Body Psychology: Embodiment Awareness
PSY 420  Abnormal Psychology
PSY 430  Exploring Dreams: Jungian Practice (by interview with instructor)
PSY 455  Dynamics of Intimate Relationships
PSY459  Introduction to Hermeneutics
*PSY 472  Presence: Voice and Sound
PSY 465  Visual Arts: Imagery In Healing
*PSY 505  Authentic Movement
*PSY 506  Language and Communication in the Healing Process
PSY 508  Embodying Process and the Individual
PSY 514  The Diamond Approach: Fulfilling Human Potential
PSY 515W  Process Painting and Meditation
PSY 526  Introduction to Jin Shin J
*PSY 527  Gestalt I
*PSY 530  Gestalt II
PSY 532  Journey to the Source
PSY 536  Storytelling and Mythology: Jung (prerequisite)
*PSY 538  Hakomi Integrative Somatics I
*PSY 539  Basic Counseling Skills
PSY 546  Nutrition
PSY 546  Tibetan Medicine I
PSY 548  Gestalt II (prerequisite)
*PSY 556  Symbols and Transformation
*PSY 558  Embodying Process/Group
PSY 564  Journeys of Death and Loss: Harvesting the Jewels
PSY 566  Chinese Energetics and Body Psychology
PSY 568  Expressive Arts
PSY 571  Personality Theories
*PSY 579  Exploring the Role of Music in Therapy
PSY 585  Tibetan Medicine II (prerequisite)
PSY 587  Chinese Energetics and Body Psychology
*THR 560  Expressive Arts: Working with Others
*THR 565  Mudra Space Awareness (prerequisite)
*THR 565  Mudra Space Awareness II

What is it that motivates one person to be easy-going and philosophical when another is worn down by the same degree of effort? And why is it that life brings wisdom to some and bitterness to others?

In my early forties I discovered Freud and Jung, began to look around me afresh, and to understand that people were more than they appeared to be. I grabbed a mirror, stared into my eyes and realized that I was more than I knew, and for the first time in my life I was deep down deliciously happy, with a sure knowledge of what I wanted to do next.

- Valerie Ritson, class of 1999
TYPICAL EXAMPLES OF THE FOUR-YEAR COURSE OF STUDY

Example One:
This student moved through the Core to the B.A. degree in Contemplative Psychology with a concentration in Health and Healing and a minor in Music.

First year, Fall semester:
- Aikido I (Contemplative Practices)
- Tao: Lao Tzu, Confucius & the I Ching (World Wisdom Studies)
- U.S. Cultural History: Class, Race, & Gender (Cultural & Historical Studies)
- Writer's Craft (Communication Arts)
- Watercolor I (Artistic Process)
15 credits total

Spring semester:
- Aikido II (Contemplative Practices)
- Leadership East & West: (Group & Leadership Skills)
- Mathematical Logic & Cognition (Complex Systems)
- Chinese Energetics I (Healing Arts)
- Film Studies (Cultural & Historical Studies)
30 credits total

Second year, Fall semester:
- Introduction to the Short Story (Communication Arts)
- Water Quality and Watersheds I (fulfills the Environmental Studies requirement of the Core)
- Introduction to Psychology (Healing Arts)
- Shambhala Meditation Practicum I (Contemplative Practices)
- Cognitive Studies (elective)
45 credits total

Spring semester:
- The Western Philosophical Tradition (World Wisdom Studies)
- Basic Acting (Artistic Process)
- Approaches to Healing (toward her intended major in psychology)
- General Systems Theory (Complex Systems)
- Chinese Energetics II (toward her intended major in psychology)
60 credits total

(by the end of her second year of study this student has completed the Naropa Core).

Junior year, Fall Semester
- Buddhist Psychology I: Meditation (major)
- Nutrition (major)
- Musicianship I (minor)
- History of African American Freedom Movements (elective)
- Thangka Painting (elective)
75 credits total

Spring Semester: Study Abroad in Bali
- Arts and Culture of Bali
- Balinese Gamelan Orchestra
- Meditation Practicum
- Indonesian I
- Balinese Dance
- Balinese Mask Carving
90 credits total

(Since she has already fulfilled the Core, her Study Abroad semester counts toward the 120 credits required for graduation. If she had not finished the Core before going to Bali, half of the Core requirement in Cultural & Historical Studies and Artistic Process could have been fulfilled abroad).

Senior Year: Fall Semester
- Senior Seminar I (major)
- Contemplative Psychology I: Compassionate Action (major)
- Buddhist Psychology II: Mindful (major)
- Tibetan Medicine (major)
- Anatomy in Clay: Zoologi̇k Anatomikon (elective)
105 credits total

Spring Semester
- Senior Seminar II (major)
- Introduction to Contemplative Religions (major)
- Hakomi Integrative Somatics (major)
- Introduction to World Music (minor)
- Musicianship II (minor)
120 credits total

Example Two:
This student moved through the Core to the B.A. degree in Environmental Studies with a minor in Horticulture.

First year, Fall semester
- Meditation Practicum I (Contemplative Practices)
- The Boulder Bioregion (fulfills the Environmental Studies requirement of the Core)
- Scientific Inquiry: Kitchen Garden Science (Complex Systems)
- Contemporary Dance Foundations (Artistic Process)
- Fundamentals of Writing (Communication Arts)
15 credits total

Spring semester:
- Meditation Practicum II (Contemplative Practices)
- Cultural Anthropology (Cultural & Historical Studies)
- Introduction to Herbolgy (Healing Arts)
- Music of Africa (Artistic Process)
- History of Western Thought (Cultural & Historical Studies)
30 credits total

Second year, Fall semester:
- Poetry Workshop (Communication Arts)
- Indigenous People & Environmental Issues (elective)
- Nature, the Sacred and Contemplation (major)
- There is in the practice of T'ai-chi Ch'uan a state of body and mind where one experiences being comforted in suffering, soothed in pain, and calmed in panic.
  – Jane Fuigao, Traditional Eastern Arts Co-Chair
• Spanish (through the ACCESS program – Cultural & Historical Studies)
• Garden World (major)
45 credits total

**Spring semester:**
• Conflict Resolution & Restorative Justice (Group & Leadership Skills)
• Essentials of Hinduism (World Wisdom Studies)
• Psychology of Wilderness Experience (Healing Arts)
• Geography: Pilgrimage, Sacred Landscape and Celebration of Earth (Complex Systems)
• Tai-chi Ch’uan I (Contemplative Practices)
60 credits total

(By the end of his second year of study this student has completed the Naropa Core).

**Junior year, Fall semester**
• Ecology and Evolution (major)
• Exploring Our Sacred Environment (major)
• Kyudo: Zen Archery (Contemplative Practices)
• Dance of Africa (elective)
• Computer Literacy (elective)
75 credits total

**Spring semester**
• Human Systems and Evolution (major)
• Landscape Design for Sustainability (minor)
• Ikebana (elective)
• Earth Circles & Traditional Wisdoms (elective)
• Physics and the New Science (elective)
90 credits total

**Senior year: Fall semester**
• Deep Ecology in Context (major)
• Vegetable Garden (minor)
• Ecopsychology: Waking Up Together (elective)
• Watercolor II (elective)
• Humanistic Psychology (elective)
105 credits total

**Spring semester**
• Small Farm Management (minor)
• Environmental Problem Solving (major)
• Senior Project (at Hedgerow Farm – major)
• Calligraphy and Book Arts (elective)
• Cultures, Global Society and the Third World (elective)
120 credits total

**ACADEMIC ENRICHMENT**

**Foreign Language Study**
In addition to studying either Sanskrit or Tibetan at Naropa College, students may take foreign language courses through The University of Colorado’s ACCESS program on a space available basis. Course and section listings for the current semester are available from your academic advisor.

Chinese  Classical Greek
French    German
Italian   Japanese
Latin     Norwegian
Portuguese Russian
Spanish   Swedish
American Sign Language

**English as a Second Language**
Naropa ESL students may benefit from enrolling in ESL courses through the ACCESS Program at the University of Colorado. However, these credits will not transfer to Naropa. Current semester course and section listings are available from your academic advisor.

**Study Abroad**
Drawing on the wealth of opportunities available in Nepal and Bali, the Naropa Study Abroad programs provide a thorough introduction to the living traditions of meditation, philosophy, music, painting, and dance of Nepal and Bali. These Study Abroad programs are designed to infuse the cross-cultural education experience with cultivation of inherent curiosity and appreciation of the world. The programs combine rigorous academic study with direct experience, allowing students to explore these unique cultures with mind and heart.

Students in Naropa College and University have the opportunity to study abroad during their sophomore and junior years, as well as the fall semester of the senior year. A minimum 2.5 grade point average is required to apply for the programs.

**Working in the World**
Naropa students have the opportunity to work with the local community through internships and outreach programs offered to majors in the Early Childhood Education, Environmental Studies, Psychology, and Writing & Poetics departments. We are currently developing similar programs for students who major in other departments. There are a number of Work-Study jobs on campus for students who qualify for financial aid. The Career Services office maintains a list of Alternative Break programs through which students may work on national and international service projects. Naropa maintains connections with the Volunteer Clearinghouse at the University of Colorado.

**Hedgerow Farm**
Hedgerow Farm is a twenty-acre organic farm that is owned by Naropa and run by farmers, gardeners, students and apprentices. The Environmental Studies Department offers independent study options to learn biodynamic farming at Hedgerow. Interested students may volunteer to work at Hedgerow through the Community Supported Agriculture Program. Contact the Environmental Studies Department for more information.
Certificate Programs

Naropa College Certificate programs are offered through all undergraduate departments except Traditional Eastern Arts and Writing & Poetics. Certificate programs last one academic year and require 30 semester credits of coursework, 12 of which must be in your area of concentration. See requirements for individual programs under the departmental descriptions in this catalog. Certificate students are not responsible for completing the Naropa Core requirement or completing a minor.

Continuing Education

Undergraduates may take courses offered by the Naropa School of Continuing Education which hosts internationally renowned scholars and artists throughout the academic year. Some of these may be taken for credit.

ANY QUESTIONS?

How does the approach to learning at Naropa College relate to traditional Buddhist teachings?

Naropa’s founder, Chögyam Trungpa, Rinpoche, sought to offer to the Western university tradition of observation and discovery a traditional Buddhist approach to learning based on three ways of knowing (in Sanskrit, the three prajnas). These three ways of knowing translate as listening, contemplating, and meditating. We are using the word “contemplative” to link and embrace all three levels.

As a Naropa College student, when you are presented with new material, either in lecture or book format, step one, listening, is to approach the material with an open and precise mind, listening closely and without bias to what is being presented. This approach also involves opening to the environment in which the teachings are given. Secondly, contemplating, involves revisiting the material, analyzing, discussing, questioning, and mixing it with your experience. In this step, the learning process becomes more personal. The last step, meditating, involves letting go of the conceptual struggle and experiencing directly. Often this is the stage where insight arises. As Albert Einstein said, “There comes a time when the mind takes a higher plane of knowledge but can never prove how it got there; all great discoveries have involved such a leap.”

Precise mindfulness naturally leads to relaxation into a greater awareness, cultivation of the ability to know, as well as of knowledge itself. This three-pronged approach to learning was used in traditional monastic training and at Nadanda University in India, whose 11th century abbots, Naropa, is the namesake of this university.

- Faculty and Staff of the B.A. Practice Council

How does contemplative education manifest in the classroom?

In my critical theory courses, the contemplative element comes in as an attitude toward learning and interpersonal intimacy, an openness to questions, and a valuation of dialogue as the most basic, time-honored component of the Western academic tradition which at its roots, like its Eastern counterpart, is an expression of the love of wisdom.

- Steven Taylor, Writing & Poetics and InterArts faculty

In most educational journeys, one or two courses stand out as having been almost magical in their richness and depth. At Naropa, because faculty teach what they know and love deeply, they bring this potential to every course. When this is met by truly reflective students, as it is within Naropa’s contemplative climate, the mysteries and complexities beneath the subject matter come alive and learning is transformed into wisdom over and over again.

- Dee Coulter, Naropa College Core faculty

How do I know if I’m ready for Naropa and if Naropa’s ready for me?

You arrive here with everything you need for the journey, your innate wisdom, the goodness and sadness in your heart, and your seed creativity. It’s not that you are missing something and have to come here to get it. A Naropa education polishes what you already have. By studying and practicing how to open your mind and heart, your basic wisdom and compassion blossom.

- Barbara Dillay, InterArts faculty and former President of Naropa

How would you describe Naropa B.A. students?

Contemplative, opinionated, vulnerable. Naropa students question traditional values ranging from what is a word, what is a self, to what is a flower. The sometimes subtle, sometimes in-your-face spiritual atmosphere engenders community of students striving toward self-realization, constant risk, and evolutionary action. We are strong, deeply intent in our passions, and beautifully challenging in our friendships. What’s it like to learn among us? Well, what’s it like to break down all the beliefs you’ve ever had about yourself?

- Soma Feldmar, class of 2001

What would you tell a prospective student about being an undergraduate at Naropa?

Put something in the catalog about how difficult it is to be a student here. You’re not just in class taking notes and spitting it out again. You become so engaged in learning that the distinction breaks down between your personal life and your education. Naropa doesn’t just teach you how to be a therapist or a writer, it teaches you how to be a human being and that can be very hard sometimes.

- Heather Akerberg, class of 2001

Where can we turn for counsel concerning things that matter most? If we pass a strainer through the world’s religions to lift out their conclusions about reality and how life should be lived, those conclusions begin to look like the winnowed wisdom of the human race.

Do Naropa students live together?

Since we have no on-campus housing, we encourage you to look for housing with other Naropa students. Boulder is also home to The University of Colorado and there is no shortage of off-campus housing within walking distance of Naropa's main campus. Sharing a house or apartment with other Naropa students is a great way to save money and cooperate in the responsibilities of daily life. Student Services keeps a constantly updated list of area rentals. Call 303-546-3562 and ask for a housing sheet.

— Katya Sweeney, Assistant Dean of Students

Will I need a car in Boulder?

If you want to live outside of Boulder, a car would be helpful. Some people choose to do this because the housing is less expensive, but the flip-side is commuting and the difficulty of parking on the main campus. Boulder is bike friendly, with bike paths leading all over town. If you live in Boulder, you don’t need a vehicle larger than a bike. As a full-time Naropa student, you will receive a bus pass. Public transportation includes the HOP, SKIP, and JUMP bus routes which make it possible to catch a ride every seven to ten minutes on the three most used routes. Buses run late in the evening but less frequently.

— Seth Lepore, Class of 1998

I teach a course called "Indigenous People and Environmental Issues" which addresses the wisdom and insights of indigenous people and their experience of environmental devastation. Teaching this course offers me a way to reconnect with my deep respect for the residents of Pokhari, a remote village in Nepal, of Deker River, an Aboriginal settlement in the Northern Territory of Australia, and the many Tibetan and Indian friends with whom I have lived. As citizens of the nations that have historically been most responsible for environmental and cultural devastation, we have a responsibility to listen to what indigenous people are telling us about what we have done and are doing to our home.

— Anne Z. Parker, Environmental Studies Chair
NAROPA COLLEGE CORE (NCC)

"It's like taking a leap into the next moment."

NCCA 205
Thinking Photography: Mapping Memory - 3cr
Caroline Hinckley
This course will be both practical and theoretical offering the student "hands-on" opportunities with picture making, primarily photographic, and providing theoretical and thematic ideas that embody disciplines of representation. The major theme of the course is mapping memory with the idea of exploring visually and textually who we are in the world by documenting, articulating, and elaborating our past, present, and our becoming-marking points on a biographical compass, using film and text to build these inventories and make these stories.

NCCC 202
Fundamentals of Writing - 3cr
Lee Christopher
This course is designed to help hesitant writers develop confidence and improve their prose writing skills. Students will learn the basics of good writing through reading, keeping journals, and writing short essays.

NCCC 248
Coming to Voice - 3cr
Lee Varley
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 wet our aspette 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.

NCCC 250
The Writer's Craft - 3cr
Candace Walworth, Bill Scheffel, Thalia Field, Leland Williams
This writing workshop is for students interested in a vigorous weekly workout with language. We engage the full range of writing activities, from spontaneous composition to careful editing. As a class, we'll write together, read together, then go home and write some more. Expect to write portraits of people and places, narratives based on observation and inquiry, 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. The primary focus of this course is to assist students in developing, refining, and editing their own writing. Throughout the semester, we will also read a wide range of creative non-fiction by contemporary writers.

NCCC 351
Writing and the Inquiring Mind - 3cr
Candace Walworth
"Never lose a holy curiosity," Albert Einstein once said. By following the lead of your holy curiosity, you will discover your source material for the semester and explore connections with writers from diverse cultures and historical periods. We will experiment with a variety of writing practices—firsthand accounts and reflections, close examination of specific issues, investigation of social landscapes, imaginative revisions of existing texts, dialogue, interviews, and collage. Come prepared to make solo investigations and to collaborate with your classmates, encouraging, challenging, and inspiring one another to go further than before. In addition to readings selected by the instructor, students will select their own readings relevant to the emerging themes of their manuscripts. Each student will complete a manuscript of non-fiction prose by the end of the semester. (Prerequisite: The Writer's Craft)

NCCL 240
Peace Studies: Conflict Resolution and Restorative Justice - 3cr
Beverly Title
This course introduces students to the theory and practice of peace-making. Through class discussion and experiential exercises, we will explore connections between the conflicts in our personal lives and those of our community and the larger world. In particular, we will focus on Restorative Justice, a social movement which is increasingly practiced in both the United States and throughout the world. While the American criminal justice system is based on the belief that punishment of wrongdoing provides a deterrent for crime, Restorative Justice provides an opportunity for the offender to accept responsibility for his or her actions, for the community to work together to solve its own problems, and for the victim to move towards forgiveness. In class we will explore our own conflict styles and practice peace-making skills such as active listening, dialogue, and negotiation as we move into the larger community to experience how these skills are being implemented in Boulder County Restorative Justice programs.

Faculty:
Ron Billingsley,
Mario Brooks,
Richard Brown,
Mary Burke, Jr.,
Diane Butler,
Lee Christopher,
John Whitcomb,
Joel Coitier,
Richard Davi,
Thomas Delphi,
Barbara Dilley,
Suzanne Dugarte,
Roland Evans,
Batuja Faigao,
Thalia Field,
Alan Hartney,
Caroline Hinckley,
Sudarshan Kapur,
Forrest Kerchin,
Faam Toor Lui,
Novuyo Masikhanne,
Loretta McGrath,
Ken Magareidjie,
Ellen Orleans,
Anne Z. Parker,
Chuck Patterson,
Gerry Ronning,
Bill Scheffel,
Jeffrey Amis Scott,
John Stask,
Sharron Stabo,
Steven Taylor,
Beverly Title,
Pat Walsh,
Candace Walworth,
Leland Williams,
Lee Varley

Dean of Naropa College:
Mark Miller

Administrative Director:
Loretta McGrath

Director of Undergraduate Advising:
Angie Waszkiewicz

Undergraduate Advisor:
Alan Hartney

Courses: Naropa College Core 59
NCCP 265
Observing the World - 2cr
Richard Brown
Observing the World introduces an approach for deeply engaging the world in which we live. In this course we will practice sitting meditation, engage in experiential exercises to enliven our six senses, and study teachings on direct perception. Students will be introduced to shamatha-vipashyana sitting meditation and to simple, powerful awareness exercises derived from the Buddhist and Shamānala traditions. Readings will include such authors as Jeremy Hayward, Chögyam Trungpa, Rinpoche, and Ellen Langer. This course is intended as an introductory contemplative practice experience for all B.A. students and provides a foundation for deepening the student's experience of sacred world.

NCCS 208
Film Studies - 3cr
Thomas Delapa
This course is designed to introduce students to the appreciation and study of film as an artistic, technical and cultural form. Topics include basic concepts and terminology of cinematography, sound, and editing. We will explore comparative filmmaking styles, silent and sound film, classic Hollywood narrative and its alternatives, as well as documentary and avant-garde film. Course lectures, discussions, and readings will be supported by weekly screenings and video clips from representative films.

NCCS 212
Ethics: Codes, Conduct & Commitments - 3cr
Alan Hartway
Students will use case studies, their life experiences, and readings to wrestle with the development of codes of morality in social, cultural, and interpersonal commitments. We will introduce and explore cross-cultural ethical systems from Christianity in the West to Buddhism in the East. Topics will include the problem of good and evil in history and in our time, the concept and practice of discernment, and the ways in which several major religious and philosophical traditions have responded.

NCCS 220
Cultural Anthropology - 3cr
Forrest Ratcliff
This course explores various ways human societies have patterned their relationships to the cosmos, and how these cultural constructs pattern individual perception and experience. Through readings, films, exercises, discussion, and direct experience we gain insight into the inter-relationships that make up the complex and dynamic web of life within a culture. In particular this course will focus on how cultures interact with nature.

NCCS 230
African American Freedom Movements - 3cr
Jeffrey Ames Scott
This course is an introduction to the historical experience and deep spiritual significance of the African-American quest for spiritual redemption and healing, from the struggle for the abolition of slavery to the Civil Rights and Black Power movements of 1955-75. This will not be a conventional history course, densely packed with detailed chronological developments, but one which puts a strong emphasis on the relevance of these historical movements to our societal and personal search for the meaning of genuine freedom.

NCCS 235
The Western Philosophical Tradition: The River of Being - 3cr
Alan Hartway
This is a survey course of the Western philosophical tradition from its beginnings in ancient Greece and the Mediterranean world. We will review the impact of the Christian writers of the “age of the fathers” and the development of medieval and renaissance thinkers. Beginning with the Age of Enlightenment, the course will set out the background and problems of philosophy in our contemporary world and some considerations of its future as a branch of linguistics. The course will introduce the major figures of the tradition and their approaches to the question of being. Classes will include discussions, student presentations, readings and lectures.

NCCS 253
U.S. Cultural History: Class, Race and Gender - 3cr
Gerry Rominger
Daily we encounter the products of American culture in the form of advertisements, music, books and television. More often than not, we assume that the beliefs and values embodied in and transmitted by these various media are of the moment, rarely considering the long and often curious history of this nation's culture. This course is intended to introduce topics in U.S. cultural history-comprising the historical development of the nation's values, perceptions, patterns of behavior, and belief-paying special attention to issues around class, ethnicity, race, and gender. Through lectures, primary source readings, and frequent discussions, this course will explore U.S. history from the early republic to the recent past, paying special attention to periods of cultural exchange and disjunction/moments when culture either constituted or transformed a prevailing social order.

NCCS 273
History of Western Thought - 3cr
Suzanne Duarte
How do belief systems shape our realities and what choices can we make to generate a sustainable future? We will look at developments in science, religion, and philosophy over the past 500 years, with a concentration on the trends that led to the current “global village,” its challenges and opportunities. Perspectives on the Western worldview from feminists, indigenous and third world people, Eastern religions, and ecology will be included.
NCCW 210
The Tao: Lao Tzu, Confucius, and The I Ching - 3cr
Bataan Passage
We will study Lao Tzu and the philosophy of Taoism that he spawned; Confucius and his philosophy of social and organizational relations; and the I Ching, which is the Integration of Taoist and Confucianist ideas. We will study these philosophies from the point of view of a t'ai-chi ch'uan as taught by Professor Cheng Man-ch'ing. One need not practice t'ai-chi ch'uan to benefit from this course, but an experiential component includes simple chi kung exercises, including the Five Animal Forms, and a compression of the t'ai-chi ch'uan form into the Eight Ways, a set of simple exercises that test out the basic principles of t'ai-chi ch'uan so it can be taught easily to the ill and the elderly.

NCCW 280
World Wisdom: Spiritual Frontiers of the New Millennium - 3cr
Naropa Guest Faculty and Sharon Zebo
The threshold of the new millennium invites us to appreciate the rich qualities, skills, and gifts we cherish from our lineages. These we will want to carry across the threshold, while at the same time, we prepare to support the changes and transformations the future will call forth. Many Naropa faculty will participate in this lecture series, speaking from their particular disciplines about the challenges of this journey and the frontiers that are coming into view. In addition to the lecture series, students will also attend a discussion group. Work with selected readings and develop a research project in the discipline of their choice.

NCCX 200
Boulder Bioregion - 3cr
Loretta McGrath
Like orienteers we explore the Boulder bioregion, its ecological, cultural, historical and social features. From the Naropa campus outward, we will uncover the lore hidden in the layered map of Boulder. We'll get a bird's eye view from the top of Flagstaff Mountain, walk through the footprints exploring local flora and fauna, discover Boulder's many subcultures and find favorite gathering places. In this multi-disciplinary 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 include explorations of demographics, interviews, historical records, and scientific findings.

NCCX 210
Botanical Arts: Doing Science Through Art - 3cr
d'Forrest Ketchin
Science and art are both ways of gaining accurate and high quality information about the natural world. Our approach to art will be contemplative and phenomenological, emphasizing observation of embodied experience. We will focus on the plant and ecosystem realms, beginning our study with parts of plants, moving to an understanding of whole plants, and from there to ecosystems and landscapes. Our vehicles for learning will be illustration, using a variety of media, and contemplative practices involving sitting, movement, and short pilgrimages. The skills and qualities you can expect to explore and develop include botanical illustration, a discerning awareness and ability to observe phenomena of all kinds, an appreciation for how form arises and evolves, and how luminous detail interacts with the greater whole.

NCCX 215
Anatomy in Clay: Zoologisk Anatoomik - 3cr
Ken Morgavedge
Anatomy in Clay is an introduction to basic human musculoskeletal anatomy and the principles of human movement. We learn by building muscles and other anatomical structures in modeling clay on a uniquely designed model of the human skeleton. This takes anatomy out of the books and charts and makes it a part of the student's own direct experience. The course will include all the bones, joints, and major muscle groups of the body, their actions and how they relate to the movement of our own bodies.

NCCX 222
Scientific inquiry: Kitchen Sink Science - 3cr
Chuck Patterson
Basic scientific principles will be explored through examination of everyday objects, materials, and activities in a thorough, yet joyful and whimsical way. The world's our lab: the kitchen, art, music, air, water, toys. This course is an antidote to science phobia and a good introduction to science at Naropa. Topics that we'll explore include: mass, density, volume, the metric system, and the properties of air, fire, earth, and water.

NCCX 230
Physics and New Science - 3cr
John Stocke
In the history of science, ever since the famous trial of Galileo, it has repeatedly been claimed that scientific truth cannot be reconciled with the religious interpretations of the world. At the end of the 20th century many individuals have claimed that a direct connection exists between the world view of modern physics and that of eastern mysticism. Has modern science somehow proven or validated the mystical religious experience? Or does a basic and abiding conflict remain between these diverse human endeavors? We will explore these questions.

NCCX 240
General Systems Thinking - 3cr
Roland Evans
In this course we will explore the innovative "new science" paradigm with insights gleaned from world wisdom traditions. We will read key texts from thinkers at the cutting edge of scientific epistemology such as Gregory Bateson, David Bohm, Rupert Sheldrake, and Fritjof Capra. Through a balance of theoretical presentation, class discussion, and experiential exercises, we will explore how concepts from new science (morphic resonance, dissipative structures, and strange attractors) shed light on our sense of self and our view of the nature of reality. Students will work individually and collaboratively to create their own coherent understanding and perspective on the nature of experience.
NCCX 245
Geography: Pilgrimage, Sacred Landscape & Celebration of Earth - 3cr
Anne Z. Parker
We are a culture of nomads, often moving through many places and landscapes in our lives. In this course we will explore these journeys as part of our life practice. Through pilgrimage we transform ourselves and are transformed in dialogue with the landscape. We will reflect on our own life journeys through exploring the ideas and traditions of pilgrimage from the great traditions and sacred places of the world and through our own direct experience. Engaging in reading, storytelling, walking, and direct dialogue with place, we will recall and awaken our dance of transformation with the earth.

NCCX 250
Mathematical Logic and Cognition - 3cr
Fann Ting Liu
When the mind practices mathematical thinking, it cultivates a unique kind of rigor. The practices of this course will be accessible to anyone with a basic grounding in geometry and algebra and will include symbolic logic and set theory, logical equivalence, truth tables, tautologies, and mathematical proof. Students will work on a rich array of assignments to strengthen their mathematical skills. The deeper exploration within the course will involve bringing our awareness to the mathematical mind itself. What is our mind doing as it maneuvers through this patterned, logical, often sequential and largely non-verbal cognitive terrain?

NCCZ 200
American Literature Survey - 3cr
Candace Walworth
An introduction to imaginative literature—poetry, short fiction, and novels—through a close reading of selected classic texts. The aims of the course are to deepen the student’s understanding and appreciation of literature, develop a critical vocabulary for discussion, and to ignite the desire to respond imaginatively to everyday life. We will confront, construct, and deconstruct American myths, investigating the relationship between literature and social issues both as history and as immediate experience. Readings will range from writers such as Dickinson, Faulkner, Fitzgerald and Hawthorne to contemporaries such as Baldwin, Morrison, Rich and Silko.

NCCZ 205
Computer Literacy - 3cr
Ellen Orlando
This course introduces students to the power and pitfalls of computers. By way of lecture, class discussion and hands-on training, we’ll focus on word processing, Internet research and basic design skill. In addition we’ll discuss formats for academic papers, Internet ethics and credibility, e-mail, troubleshooting and maintaining a safe working environment. These skills will be focused on the Macintosh computer system.

NCCZ 209
Group and Leadership Skills: Cultural Identity and Creative Process - 3cr
Novayo Malekhane
To honor oneself and others, to build community, you have to know where you come from. In this class we will share who we are through dance, breath work, song, chant, storytelling and mythology. The class includes stretching and movement isolations, which progress into African dance technique and dances in the African American tradition. We will create personal journals, exploring questions such as: what part of my speaking is my ancestors, my class, my race, my parents? The intention of this course is to explore group and leadership skills through artistic expression and to find the vital contribution each one of us has to make to our communities. All are welcome. Previous dance experience is not required.

NCCZ 213
Wisdom of the Body: Beginning Movement Studies - 3cr
Barbara Dilley and Diane Butler
This class provides an opportunity for students with no previous movement training to investigate the study of movement and dance. Diverse movement training processes—including bodymind synchronizing, integrative alignment and strength building exercises, improvisation and forms derived from American modern dance traditions—will be enhanced by guest faculty, readings and presentations. The development of individual presence and awareness of the dynamics of ensemble will be emphasized throughout the semester. The Wisdom of the Body joins inner awareness and impulses with outer forms of expressive and creative body skills.

NCCZ 222
Leadership: East and West - 3cr
John Whitehouse Cobb and Pat Walsh
This course will consider leadership styles as revealed through the thought and actions of leaders, drawing from both the Eastern and Western streams. Using case studies, strengths and weaknesses of leaders will be explored while evaluating the effectiveness of leadership in a volatile, changing world. The course will include readings and discussions on leadership theories, leadership differences based on gender, ethnicity, class and race, and opportunities to experience leadership in groups. Students will be asked to consider how contemplative inner work relates to working with others and to develop research and writing skills within the context of the subject matter.

NCCZ 225
Healing Strategies in Literature - 3cr
Ron Billingsley and Candace Walworth
In this course we will study a number of literary works which provide vivid examples of ways in which human beings can heal themselves, their societies and their planet. The various texts studied explore a variety of healing strategies in the areas of myth, ceremony, cultural norms, artistic practice, communal support, interpersonal commitment, spiritual practice and self-discovery. Students will be encouraged to compare
their own experiences of healing and empowerment to those displayed in the readings. Learning will be facilitated through a variety of readings, in-class exercises, out-of-class exercises, and writing assignments.

**NCCZ 240W**

_Gandhi and His Search for Moksha - 1cr_  
Sudarshan Kapur

In the introduction to his autobiography, Mohandas K. Gandhi argued that "what I want is self-realization, to see God face to face, to attain the Holy. I live and move and have my being in pursuit of this goal. All that I do by way of speaking and writing, and all my ventures in the political field, are directed to this end." Gandhi was fifty-six years of age at the time. For the next two decades, he continued to spiritualize politics. This course explores Gandhi's religious quest and the meaning it holds for the transformation of self and society. We will also examine Gandhi's vision of a just social order, his methods to make his vision real, and the particular strands in his own tradition of Hinduism that sustained him in his personal and public journeys.

**NCCZ 245**

_Introduction to the Short Story - 3cr_  
Thalia Field

Descended of folktales and songs, fables, fantasies and secrets, the short story form has proliferated in the modern and postmodern eras. What does the short story offer that novels do not? Through the work of influential writers in the form, the class will reflect on what resides at the heart of this genre. The short story has appeared in various guises, from gothic to naturalistic to science fiction to experimental and metafictional and postmodern. Readings will be selected from Hawthorne, Poe, Chekhov, Stein, Kafka, Babel, Borges, Calvino, Kawabata, Achebe, Beckett, Hemingway, Duras, Cooper, Huston, Rhys, Baldwin, Scalapino, and O'Connor. The class format will include presentations and individual research.

**NCCZ 262**

_Modern U.S. Literature and Culture: The Best Minds of My Generation - 3cr_  
_T. Burke Jr._

This is an interdisciplinary introduction to Naropa's Kerouac School literary lineage. Beginning with the post World War Two art milieu we follow changes in the cultural climate and related developments in artistic strategies and philosophies through film, music, painting, theater, performance, and diverse forms of literature.

**NCCZ 275**

_Poetry Workshop - 3cr_  
Steven Taylor

We will read poems and short essays on method by North American poets of the present century, explore the uses of prosody ancient and modern, and make our own poems while developing critical and editorial skills in a supportive environment. We'll produce manuscripts of new poems and collaborate on a collection representative of our poetic community.

**NCCZ 290**

_Mythopoiesis: Cosmologies and Mythologies - 3cr_  
Alan Hartway

From cave paintings to the "big bang" we will explore the ways humans have thought about the divine or transcendent in making meaning for their cultures. Our primary focus will be on the reflections of the Graeco-Roman civilizations of the Mediterranean and the Nordic myths from the great sagas. We will examine the meaning making narratives of the West since the Enlightenment of modern science and explore the cultural myths of modern Western and eurocentric society.

**NCCZ 310**

_Cognitive Studies - 3cr_  
Dee Couler

Most of our schooling has been devoted to developing our "expert" minds, training us to analyze theories, to sort and memorize facts, and to apply logic and create arguments to defend points of view. These skills aren't as useful when we want to learn about truths and wisdoms, or to observe and work skillfully with complexity, chaos and transformational patterns. They often get in the way of our tolerating ambiguity and learning to sit with real questions. They rarely inspire us to think beyond the ordinary, to generate truly creative or novel responses or to see clearly and express the subtleties we are all sensing around us. To do these things we need to reclaim our "beginners" mind and use it to transform the "expert" mind. Cognitive Studies is devoted to helping students make that transformation.

**NCCZ 370**

_Metacognition Seminar - 2cr_  
Loretta McGrath

This course is a sequel to Cognitive Studies. In the beginning we will examine Paul MacLean's triune brain model, exploring the attributes and intelligences of the reptilian brain, the limbic system and the neocortex through observation, personal exploration and film. We will then study the ways we use language, investigating authentic speech, persuasion and argument, and indigenous forms of discourse. The final project will be a community peace collaboration based on scholarly research and insights gleaned from class.
NAROPA COLLEGE
UNDERGRADUATE
DEGREES
CONTEMPLATIVE PSYCHOLOGY

"Opening to oneself fully is opening to the world."
— Chogyam Trungpa, Rinpoche

The basic purpose of the Contemplative Psychology major is to train students to work with their own personal process in such a way that they deepen their understanding of themselves, and discover the courage and wisdom to genuinely help others.

The program is designed to help students develop 1) intellectual mastery through the academic study of Eastern and Western psychological principles, 2) intuitive insight through the practices of meditation, healing arts, and experiential learning, and 3) self-acceptance and compassionate relationship with others through the deepening integration of their study and practice. The major prepares the student for any occupation requiring skill and subtlety in interpersonal relationships, particularly in the helping professions.

Students begin with the core requirements: courses in psychology and meditation from the Buddhist and Shambhala traditions, as well as courses in the basic principles of Western psychology. From this contemplative ground they then focus their study in one of the four areas of concentration: Buddhist and Western Psychology, the Psychology of Health and Healing, Transpersonal and Humanistic Psychology, or Expressive Arts and Well-Being. Throughout, the emphasis is to combine a traditional liberal arts approach with training in moment-to-moment mindfulness, awareness, and compassion.

A Bachelor of Arts degree with a major in Contemplative Psychology requires 30 credit hours in a major field. Of these 30 credits, 16 are drawn from the core requirements and the remaining 14 are chosen in one area of concentration. Students are formally evaluated through a portfolio process at the end of their two-year curriculum.

DECLARING A MAJOR
In declaring a major in Contemplative Psychology, the following would be expected:
1. Regular contact with the B.A. Advisor
2. A one-to-three page letter of interest
3. An interview with a faculty or staff member.
   No pre-requisite courses are required.

REQUIREMENTS FOR THE B.A. IN CONTEMPLATIVE PSYCHOLOGY

Core Courses                  Credits
PSY 310  Buddhist Psychology I: Meditation  3
PSY 320  Introduction to Psychology         2
PSY 485  Contemplative Psychology II:        3
         Compassionate Action
PSY 482  Senior Project Seminar I           2
PSY 483  Senior Project Seminar II          3
PSY 512  Buddhist Psychology II: Maithrea    3
         and Compassion (required)

Total Core Credits            16
Total Concentration Credits   14
Total Credits For Major Required 30
Minor Discipline              9
Contemplative Requirement     6
Elective Credits              15
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 department advisor. Please consult department advisors for a complete listing of courses for each concentration.

BUDDHIST AND WESTERN PSYCHOLOGY
The Buddhist and Western Psychology concentration encourages students to differentiate and to integrate the methods which these two traditions have used to investigate the nature of the mind. Students gain deeper insight into the mind’s structures, its cognitive and emotional processes, its energy, and its potential both for neurosis and wisdom.

Required Course                  Credits
PSY 545  Developmental Psychology        3
Courses in Buddhist Psychology        3
(minimum 6 credits) Courses (2)
400-599 Courses in Buddhist Studies    3
    offered by the Religious Studies department approved by advisor and with permission of instructor.
REL 510  Introduction to Contemplative Religions  3
REL 515  Buddhism and Social Action      3
COURSES IN BUDDHIST PSYCHOLOGY
(minimum 6 credits)
Courses (2)
400-599 Courses in Buddhist Studies offered by the Religious Studies department approved by advisor and with permission of instructor 3
REL 510 Introduction to Contemplative Religions 3
REL 515 Buddhism and Social Action 3

COURSES IN WESTERN PSYCHOLOGY
(minimum 5 Credits)
Courses Credits
PSY 365 Family Systems 2
PSY 420 Abnormal Psychology 3
PSY 487 Contemplative Psychology II: Compassionate Outreach 1
PSY 506 Language and Communication in the Healing Process 2
PSY 528 Gestalt I 2
PSY 529 Hakomi Integrative Somatics: Resolving Trauma 2
PSY 536 Hakomi Integrative Somatics I 3
PSY 548 Gestalt II 2
PSY 571 Personality Theories 3
ECE 380 Observing Early Development I 2
ECE 385 Observing Early Development II 2
NCCS 370 Cognitive Studies II: Metacognition Seminar 2
TOTAL CREDITS 14

PSYCHOLOGY OF HEALTH AND HEALING
The Psychology of Health and Healing concentration puts its central emphasis on body-mind synchronization as the key to inner harmony and well-being. Students explore a diversity of ancient and modern healing technologies, and learn hands-on techniques for balancing the spiritual and somatic aspects of health.

Required Courses Credits
PSY 360 Approaches to Healing 3

11 Credits Selected from the Following Courses Credits
PSY 377 Introduction to Body Psychology: Embodying Awareness 2
PSY 459 Introduction to Herbology 2
PSY 487 Contemplative Psychology II: Compassionate Outreach 1
PSY 508 Embodying Process and the Individual 2
PSY 526 Introduction to Jin Shin 2
PSY 529 Hakomi Integrative Somatics: Resolving Trauma 2
PSY 536 Hakomi Integrative Somatics I 3
PSY 538 Reflexology 2
PSY 539 Nutrition 2
PSY 540 Shamanism & Shamanic Healing 2
PSY 546 Tibetan Medicine 2
PSY 551 Ecopsychology 2
PSY 558 Embodying Process/Group 2
PSY 566 Chinese Energetics and Body Psychology 2
PSY 579 Chinese Energetics II 2
PSY 585 Tibetan Medicine II 2
TOTAL CREDITS 14

Transpersonal and Humanistic Psychology
The Transpersonal and Humanistic Psychology concentration helps students synthesize two of the major forces in the Western tradition of psychotherapy, and appreciate their unique contributions to the understanding of mental health: the recognition of the longing for spiritual wholeness as an essential aspect of psychological growth, and the acknowledgment of the crucial role of the client-therapist relationship in the client’s healing process.

Required Course Credits
PSY 344 Transpersonal Psychology 2
PSY 350 Humanistic Psychology 2

10 Credits Selected From the Following Courses Credits
PSY 330 Introduction to Jungian Psychology 2
PSY 365 Family Systems 2
PSY 430 Exploring Dreams: Jungian Practice 2
PSY 455 Dynamics of Intimate Relationships 2
PSY 487 Contemplative Psychology II: Compassionate Outreach 1
PSY 506 Language and Communication in the Healing Process 2
PSY 528 Gestalt I 2
PSY 529 Hakomi Integrative Somatics: Resolving Trauma 2
PSY 536 Hakomi Integrative Somatics I 3
PSY 545 Developmental Psychology 3
PSY 548 Gestalt II 2
PSY 556 Symbols and Transformation 2
PSY 564W Journeying With Death and Loss: Harvesting the Jewels 1
PSY 571 Personality Theories 3
ECE 380 Observing Early Development I 2
ECE 385 Observing Early Development II 2
PSY 500 to 598 Courses offered by the Transpersonal Counseling Psychology Department
TOTAL CREDITS 14

EXPRESSIVE ARTS AND WELL BEING
The Expressive Arts and Well-Being concentration helps students discover how artistic expression is a powerful therapeutic tool for cultivating the experiences integral to the functioning of a truly healthy person-spontaneously, authentically, and access to the vivid energy of being alive.

Required Course Credits
PSY 568 Expressive Arts in Healing 3
11 Credits Selected From the Following Courses

Courses
PSY 326 Introduction to Dance Movement Therapy 2
PSY 377 Intro. To Body Psychology: Embodiment Awareness 2
PSY 426 Authentic Movement 2
PSY 465 Visual Arts: Imagery in Healing 2
PSY 472 Presence: Voice and Sound 2
PSY 476 Dance/Movement Therapy: Current Topics 2
PSY 487 Contemplative Psychology I: Compassionate Outreach 1
PSY 501 Art Therapy Elective, TCP 1
PSY 515W Process Painting and Meditation 1
PSY 524 Art Therapy Summer Workshop 1
PSY 557 Somatic Arts 2
PSY 568 Exploring the Role of Music in Therapy 2
PSY 587 Expressive Arts/Working With Others 2
ART 500 The Contemplative Artist 3
NCCC 350 Writers Craft 3
NCCC 351 Inquiring Mind 3
MUS 530 Improvisation I 2
THR 500 The Actor's Journey 2
THR 520 Basic Acting 3
THR 560 Mudra 3
THR 540 Character Acting 3

TOTAL CREDITS 14

B.A. MINOR IN CONTEMPLATIVE PSYCHOLOGY

Nine credit hours selected from the following courses:

Courses
PSY 310 Buddhist Psychology I: Meditation 3
NCCZ 310 Cognitive Studies 3
PSY 320 Introduction to Psychology 2
PSY 326 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
NCCZ 370 Metacognition Seminar 2
PSY 377 Introduction to Body Psychology: Embodiment Awareness 2
PSY 420 Abnormal Psychology 3
PSY 430 Exploring Dreams: Jungian Practice 2
PSY 455 Dynamics of Intimate Relationships 2
PSY 485 Visual Arts: Imagery in Healing 2
PSY 472 Presence: Voice and Sound 2
PSY 476 Dance/Movement Therapy: Current Topics 2
PSY 501 Art Therapy Elective 1
PSY 505 Language and Communication in the Healing Process 2
PSY 512 Buddhist Psychology II: Maitri and Compassion (Pre-req: Buddhist Psy I or Meditation Class) 2
PSY 515W Process Painting and Meditation 1
PSY 525 Music Therapy Institute 1
PSY 528 Gestalt I 2
PSY 529 Hakomi Integrative Somatics: Resolving Trauma 2
PSY 536 Hakomi Integrative Somatics I 3
PSY 548 Gestalt II 2
PSY 556 Symbols and Transformation 2
PSY 564W Journeying with Death and Loss: Harvesting the Jewels 1
PSY 566 Chinese Energetics and Body Psychology 2
PSY 568 Expressive Arts in Healing 2
PSY 571 Personality Theories 3
PSY 578 Exploring the Role in Music Therapy 2

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
EARLY CHILDHOOD EDUCATION

"Always see the world through the eyes of a child."

The journey towards nurturing and educating children in the Early Childhood Education program begins with cultivating awareness in ourselves. The primary way of knowing ourselves in this approach is through the practice of meditation, which fosters clarity, appreciation, and confidence. In this way, we begin to manifest attentiveness, openness and generosity with ourselves and young children.

Mindfulness/awareness practice leads to embracing our own individual styles of being, learning and teaching. As we engage with children we gain direct insight into their learning styles and enable children to unfold according to their true natures without bias or aggression. Upon that personal foundation we learn and apply teaching methods and skills drawn from a variety of holistic and spiritual traditions in early childhood education.

The aim is that the teaching styles and methods practiced are true to a unique, genuine way of being teachers, to a learning relationship with the children and to the educational environments and activities offered.

The progression of skills in the program moves from contemplative practice and observation to the study of child development. Next, come both broad and focused studies of spiritual early education practices with master preschool teachers. In the final year, students experience a spiritual approach to teaching and learning styles in Maatiri practice. A contemplative approach to nutrition and administration skills is also learned. The culmination of the program is an intensive internship at Naropa’s Alaya Preschool, or another affiliated contemplative setting from the Waldorf or Montessori traditions.

PROFESSIONAL STATUS OF GRADUATES

This degree qualifies graduates as a preschool teacher with Group Leader qualification, director of a large childcare center, or as a private kindergarten teacher in the state of Colorado. These credentials easily transfer between states. Those interested in teaching other grade levels have found the courses very useful and readily applicable.

Declaration of Major

In declaring an Early Childhood Education the following would be expected before entering:

1. Regular contact with the B.A. Advisor
2. A grade point average of 3.0 or better in any Contemplative Practice, World Wisdom Studies and Healing Arts Core classes taken prior to entering the ECE program
3. A letter of interest
4. An advising conference with the ECE department chair or other representative (Exceptions by permission of the department)

We also strongly recommend taking NCC 265- Observing the World and NCC 2310-Cognitive Studies in the Core classes sequence

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

The B.A. in Early Childhood Education (ECE) requires 24 semester credits of coursework in the major. Some ECE courses have a meditation requirement.

First Year, Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 300</td>
<td>Foundations of Contemplative Education</td>
<td>2</td>
</tr>
<tr>
<td>ECE 380</td>
<td>Observing Early Development I</td>
<td>2</td>
</tr>
</tbody>
</table>

First Year, Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 385</td>
<td>Observing Early Development II</td>
<td>2</td>
</tr>
<tr>
<td>ECE 550</td>
<td>Holistic and Contemplative Teaching Traditions</td>
<td>2</td>
</tr>
<tr>
<td>ECE 410</td>
<td>Kindergarten Magic</td>
<td>2</td>
</tr>
<tr>
<td>ECE 420</td>
<td>Energy and Expression in the Classroom</td>
<td>2</td>
</tr>
</tbody>
</table>

Second Year, Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 430</td>
<td>Teaching Young Children</td>
<td>3</td>
</tr>
<tr>
<td>ECE 505</td>
<td>Maatiri and Learning Styles</td>
<td>3</td>
</tr>
</tbody>
</table>

Second Year, Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 450</td>
<td>Supervised Teaching Practicum</td>
<td>3</td>
</tr>
<tr>
<td>ECE 480</td>
<td>Administration of a Childcare Center</td>
<td>3</td>
</tr>
</tbody>
</table>
REQUIRED MINOR

A minor in Traditional Arts is required (9 credits).

The nine credits may include other contemplative arts courses with the approval of the department. This is a list of pre-approved courses:

Any TRA courses
ART 520  Calligraphy and Book Arts
ART 537  Brush Stroke I
ART 547  Brush Stroke II
ART 557  Brush Stroke III
THR 560  Mudra Space Awareness
THR 565  Mudra Space Awareness II

B.A. Minor in Contemplative Education:

NCC265  Observing the World 2
ECE 300  Foundations of Contemplative Education 2
ECE 350  Maitri and Learning Styles 3
ECE 550  Holistic and Contemplative Traditions 2
TOTAL 9

B.A. Minor in Early Childhood Education:

ECE 300  Foundations of Contemplative Education 2
ECE 380  Observing Early Development I 2
ECE 385  Observing Early Development II 2
ECE 430  Teaching Young Children 3
TOTAL 9

Certificate Program

This certificate is for those who already hold a B.A. degree. It represents no recognized formal certification, but is designed for those who wish to immerse themselves in a contemplative education program for one year. The required courses include all of the first year ECE B.A. program courses. The graduation requirements for the Certificate Program are 30 semester credits, including the 12 credits in core ECE courses.
ENVIRONMENTAL STUDIES

"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 action. The result is a balance of the contemplative and analytical routes to understanding. Science is viewed as an important way of knowing that, in combination with other ways of knowing, can lead to profound insight and effective action.

RESOURCES

The High Plains and the Front Range of the Rocky Mountains along with the deserts of the Southwest provide an exceptionally rich natural laboratory for ecological study, and are the field resources of the Environmental Studies program. Including the grassland ecosystem of the prairie, the mountains, forests, and parks, the alpine tundra of the Continental Divide, and the Colorado plateau country, this area provides diverse opportunities for study, exploration, and wilderness experience. Regional human communities offer valuable opportunities for learning about the relationship between human and natural systems. In particular, we emphasize the environmental justice issues of native peoples from the United States High Plains and the nearby Southwest. In addition, the Boulder area is home to numerous environmental and educational organizations and consulting firms, providing opportunities for senior projects, internships, and opening career opportunities.

For an experience of Central American ecosystems and cultures students may work with advisors and faculty to design an independent study project for their area of concentration. For an experience of Asian ecosystems and cultures, Naropa students may participate in the Study Abroad program. Through these approaches, students learn about the ecological and cultural components of sustainable societies and about the challenges of social and cultural change in other parts of the world. See Study Abroad Programs for more details. Hedgerow Farms (partly owned by Naropa), is a 20-acre farm 8 miles from the city, offers opportunities for learning firsthand about numerous aspects of sustainable communities, from biodynamic farming to restoration. With the goal of developing ecologically sustainable agriculture in a mosaic of ecosystems, the hands-on classes integrate contemplative ecology, Native American environmental wisdom, and horticulture to foster a wide range of opportunities.

PORTFOLIO

The Environmental Studies Department has incorporated a portfolio process into the B.A. program. This simple and effective format encourages students to create a document which reflects their unique learning journey at Naropa and which can play a role in presenting themselves to future employers. It also allows students to reflect on, articulate and deepen all that they have learned. Portfolios are handed in, in the spring of the first year to E.S. Department advisors for review, and then prior to graduation as part of our graduation requirements.

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 for advanced study.

DESCRIPTIONS OF THE MINORS

Anthropology emphasizes the culture and systems perspective, especially sustainable adaptations among traditional culture, as revealed by subsistence patterns, relationship to the natural environment and the process of social and cultural change.
Ecology joins the study of ecological principles, human-ecosystem interactions, and the design of ecologically sustainable communities. Students investigate general concepts and their connection to the natural world in the diverse laboratory of the Boulder bioregion.

Ecopsychology explores the interplay between ecology and psychology, and between planetary and personal wellbeing. Psychological principles are applied in environmental work and action, and ecological principles are applied to human psychology and society.

Horticulture encourages a contemplative relationship with the environment through academic study and hands-on practice with the land through practical gardening on the Naropa campus and at Hedgerow Farms. The study of horticulture and ecology enables students to understand the development of ecologically sustainable communities.

Native American Studies offers an intimate understanding of the place through the eyes of the indigenous peoples of the high plains and Southwest. Contemporary issues facing indigenous peoples personal and collective histories, and the sacred view are explored while working directly with Native American instructors. The courses do not and are not intended to train anyone to either participate in, or facilitate and Native American ceremony.

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.

DECLARATION OF MAJOR

In declaring an Environmental Studies major, the following would be expected:

1. Regular contact with a B.A. Advisor
2. Completion of the Cultural & Historical Studies and Complex Systems sections of Naropa’s College Core with a grade point average of a 3.0
3. An advising conference with an Environmental Studies department representative

The Environmental Studies Department strongly recommends coursework in civics and/or American Government at the high school or college level.

Exceptions may be appropriate especially for students transferring in with credits from other colleges. Please consult with the B.A. advisor and the Environmental Studies Department B.A. faculty mentor for guidance.

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: Anthropology, 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 unifying science and spirit. The third emphasizes engagement. The courses required in the engagement stage vary according to the concentrations chosen.

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 300 Nature, the Sacred and Contemplation</td>
<td>3</td>
</tr>
<tr>
<td>ENV 535 Ecology &amp; Evolution</td>
<td>3</td>
</tr>
<tr>
<td>ENV 340 Garden World</td>
<td>3</td>
</tr>
<tr>
<td>ENV 500 Human Systems and Evolution</td>
<td>3</td>
</tr>
<tr>
<td>ENV 510 Exploring our Sacred Environment</td>
<td>3</td>
</tr>
<tr>
<td>ENV 520 Deep Ecology in Context or</td>
<td>3</td>
</tr>
<tr>
<td>ENV 540 Contemplative Approaches to Environmental</td>
<td></td>
</tr>
<tr>
<td>ENV 530 Environmental Problem Solving</td>
<td>3</td>
</tr>
<tr>
<td>ENV 480 Senior Project and/or</td>
<td></td>
</tr>
<tr>
<td>ENV 550 Sustainable Communities</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>24</td>
</tr>
</tbody>
</table>

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:

ANTHROPOLOGY

Nine credits selected from the following:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 536 Arts and Culture of Nepal</td>
<td>3</td>
</tr>
<tr>
<td>ANT 538 Arts and Culture of Bali</td>
<td>3</td>
</tr>
<tr>
<td>ANT 550 Cultures, Global Society and</td>
<td></td>
</tr>
<tr>
<td>The Third World</td>
<td>3</td>
</tr>
<tr>
<td>ANT 560 Participatory Research and Practical</td>
<td></td>
</tr>
<tr>
<td>ANT 586 Independent Research: Nepal</td>
<td>3</td>
</tr>
<tr>
<td>ANT 588 Independent Research: Bali</td>
<td>3</td>
</tr>
</tbody>
</table>
ECOLOGY
Nine credit hours selected from the following:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 320</td>
<td>Ecology &amp; Evolution</td>
</tr>
<tr>
<td>ECO 500</td>
<td>Water Quality and Watersheds</td>
</tr>
<tr>
<td>ECO 510</td>
<td>Field Ecology</td>
</tr>
<tr>
<td>ECO 560</td>
<td>Global Ecological Issues</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 300</td>
<td>Nature, the Sacred and Contemplation</td>
</tr>
<tr>
<td>ENV 500</td>
<td>Deep Ecology in Context</td>
</tr>
<tr>
<td>ENV 528</td>
<td>Ecopsychology/Waking up Together</td>
</tr>
<tr>
<td>NAM 510</td>
<td>Earth Circles</td>
</tr>
<tr>
<td>PSY 516</td>
<td>Contemplative Mountaineering</td>
</tr>
<tr>
<td>PSY 540</td>
<td>Introduction to Shamanism</td>
</tr>
<tr>
<td>PSY 530</td>
<td>Journey to the Source</td>
</tr>
<tr>
<td>PSY 551</td>
<td>Ecopsychology</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</td>
<td>Deep Ecology in Context</td>
</tr>
<tr>
<td>HOR 520</td>
<td>Vegetable Garden</td>
</tr>
<tr>
<td>HOR 500</td>
<td>Landscape Design for Sustainability</td>
</tr>
<tr>
<td>HOR 510</td>
<td>Small Farm Management</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>ENV 510</td>
<td>Exploring our Sacred Environment</td>
</tr>
<tr>
<td>NAM 500</td>
<td>History of the Western US</td>
</tr>
<tr>
<td>NAM 510</td>
<td>Earth Circles</td>
</tr>
<tr>
<td>NAM 590</td>
<td>Native American Spirituality &amp; Mainstream America</td>
</tr>
<tr>
<td>NAM 550</td>
<td>Contemporary Issues in Native America</td>
</tr>
<tr>
<td>NAM 560</td>
<td>Survival Skills</td>
</tr>
</tbody>
</table>

NOTE E.S. majors may not use a core required course for fulfillment of a minor. Students from other departments may use a core class if listed to fulfill their minor in our department.
INTERARTS STUDIES

"Learn how to love the art in yourselves, not yourselves in art."
— Constantin Stanislavski

THEATER/DANCE/MUSIC

The InterArts Studies curriculum includes concentrated work in one of four disciplines: Dance/Movement Studies, Dance Therapy, Music or Theater- and Interdisciplinary training in the creative process including improvisation, composition and performance. Our goal is to enable each student to realize his or her creative vision through studies in technique, theory, history and a contemplative approach to creativity and the artist's role in society. Interdisciplinary training cultivates a deeper understanding of both solo and ensemble work, the ability to work collaboratively with artists of various disciplines, and an awareness of the value and meaning of authentic performance.

Workshops with visiting artists, and formal and informal performance/presentation opportunities support the student's unique creative journey. Mentorship sessions with faculty help create an appropriate course of study culminating in the Senior Project. Senior Projects may include an original creative work, performance, or research project presented during the student's final semester.

CORE AREAS OF STUDY

1. Discipline Specific Training
   Foundation work in Music, Dance, and Theater. Sample courses include: Ear Training, Private Music Lessons, Contemporary Dance Forms, Basic Acting, and Character Acting.

2. Improvisation
   Studies in improvisation focus on the cultivation of awareness in relation to personal creative expression and on the generation of creative material through a balance of structure and spontaneity.

3. Composition
   Studies in composition focus on discipline-specific and interdisciplinary perspectives on the generation of material for performance, with emphasis on the development of form and structure. Training includes experimentation with the full range of creative expression (music, text, movement, sound, props, and environment).

4. Guest Artists
   Close contact with guest faculty of international acclaim deepens students' understanding of creativity and performance. Courses recently offered include: Video & the Creative Process, Butoh, Intergenerational Performance, Mask Making, and Dharma Art.

5. History and Contexts of Art
   History courses examine both past and contemporary artists and their work in music, theater, and dance. Video and audio excerpts, in combination with readings from recent performance criticism, introduce theoretical, historical and contemplative perspectives on the artists' work.

6. Performance
   Students are encouraged to present their work in a variety of performance settings including Coffeehouse, Salon, Student Arts Concerts, Garuda Theater, Senior Music Recitals or community outreach activities. Performance Studies, a senior seminar, is offered for InterArts Studies and interdisciplinary students with an emphasis in performance. Music ensembles offer additional performance opportunities, including Balinese Gamelan Orchestra, Afro-Pop Ensemble, Jazz Ensemble and others.

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. 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.

DECLARATION OF MAJOR

In declaring a major in InterArts Studies, the following would be expected:

1. Regular contact with the B.A. Advisor
2. Completed coursework with a grade of 3.0 or better in the following:
   Dance/Movement Studies, Dance or Dance Therapy Track:
   IAR 340 Studies in Improvisation and one of the following:
   DAN 300  Beginning Movement Study
   DAN 310  Contemporary Dance Foundations

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

Part-Time Faculty in Dance/Movement Studies:
Diane Bartko,
Shakara Broek,
Elena Giallini,
Mark Haste,
Margot Sherman,
Tracy Kieyla Vasquez,
Adele Leasaux,
Cara Reeser,
Cathy Reynolds

Part-Time Faculty in Theater:
Wendy Allen,
Carol Crutchlow,
Maggie Donaghy,
Evelyn Friend,
Jared Madsen,
Paul Oriel,
Laura Smitm,
L.S. Summer

Part-Time Faculty in Music:
Bill Douglas,
Robert Hall,
Art Lande,
Jodee Lassman,
Steven Taylor,
Chris Zorn

InterArts Guest Faculty:
Sascha Hegi,
Brigitta Herrmann

Administrative Assistant:
Ellen Napokostis
DAN 350 Contemporary Dance Forms I
DAN 400 Contemporary Dance Forms II
DAN 450 Contemporary Dance Forms III

Theater:
THR 500 Actor’s Journey: Fool’s Caper and
IAR 340 Studies in Improvisation

Music:
IAR 340 Studies in Improvisation or
MUS 530 Improvisation I

CONCENTRATION IN THEATER STUDIES

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

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

The heart of the acting training lies in its investigations of space as substance and of the energies that make up human life. Both theatrical performance and ordinary life include intense experiences. The potential for releasing 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

Founded in 1984, Garuda Theater is a student company which facilitates theater performance at Naropa University. Performances include both the company'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 Naropa.

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>
<tr>
<td>THR 550 Voice &amp; Sound</td>
<td>3</td>
</tr>
<tr>
<td>THR 560 Mudra Space Awareness</td>
<td>3</td>
</tr>
<tr>
<td>Theater Studies Elective</td>
<td>1</td>
</tr>
</tbody>
</table>

SUBTOTAL 24

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 also 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 India cannot replace the senior project requirement, and might extend a student’s course of study beyond two years (four semesters).

RECOMMENDED ELECTIVES

<table>
<thead>
<tr>
<th>InterArts</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>IAR 355</td>
<td>History &amp; Contexts of Contemporary Arts: Contemplative Perspectives I &amp; II</td>
</tr>
<tr>
<td>IAR 380</td>
<td>Creative Process: Improvisation</td>
</tr>
<tr>
<td>IAR 410</td>
<td>Creative Process: Guest Artist</td>
</tr>
<tr>
<td>IAR 420</td>
<td>Creative Process: Composition</td>
</tr>
<tr>
<td>IAR 450</td>
<td>New Repertory Performance Project</td>
</tr>
<tr>
<td>IAR 470</td>
<td>Creative Process: Performance Studies</td>
</tr>
<tr>
<td>IAR 506</td>
<td>Contemplative Dance Practice</td>
</tr>
</tbody>
</table>

74 Academic Programs: InterArts Studies
DANCE
DAN 300, 310, 350, 400, 450
Contemporary Dance Forms
DAN 410 Dance of Africa
DAN 420 Folk Traditions

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 College complete the 30 credits required for the Certificate.

B.A. MINOR IN THEATER
One course selected from the following:

Courses   Credits
THR 520 Basic Acting I   3
THR 540 Character Acting I   3
THR 500 Actors Journey: Fools Caper   2
THR 560 Mudra Space Awareness I   3
Other THR or IAR course(s)   3-4
TOTAL   9

REQUIREMENTS FOR THE CERTIFICATE PROGRAM IN THEATER STUDIES

Courses   Credits
THR 480 Directed Project   3
THR 503-508 Acting Labs   3
THR 520 Basic Acting   3
THR 540 Character Acting   3
THR 560 Mudra Space Awareness   3
SUBTOTAL   15
TOTAL REQUIRED CREDITS   30
ELECTIVES   15

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 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. Senior Project for the dance therapy concentration is fulfilled through community service in PSY 476, Dance/Movement Therapy in the World Today.

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

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
DAN 550, 570
Body/Mind Centering I & II   6
IAR 355 History & Contexts of Contemporary Arts I   2
IAR 370 Theater Design & Production   2
IAR 380 Creative Process: Improvisation   3
IAR 420 Creative Process: Composition   3
IAR 410, 450, or THR 503-508 Creative Process: Guest Artist,
New Repertory or Acting Lab   2
SUBTOTAL   24

Notes: 3 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 505 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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 500</td>
<td>Meditation Practicum I</td>
</tr>
</tbody>
</table>

**TRADITIONAL EASTERN ARTS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRA 500</td>
<td>Shambhala Meditation Practicum I</td>
</tr>
<tr>
<td>TRA 505</td>
<td>Tai-chi Ch'uan</td>
</tr>
<tr>
<td>TRA 510</td>
<td>Aikido I</td>
</tr>
<tr>
<td>TRA 515</td>
<td>Yoga</td>
</tr>
</tbody>
</table>

**THEATER**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>THR 520</td>
<td>Basic Acting</td>
</tr>
<tr>
<td>THR 540</td>
<td>Character Acting</td>
</tr>
<tr>
<td>THR 550</td>
<td>Voice and Sound</td>
</tr>
<tr>
<td>THR 560</td>
<td>Mudra Space Awareness</td>
</tr>
</tbody>
</table>

**MUSIC**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 515</td>
<td>Music of Africa</td>
</tr>
<tr>
<td>MUS 550</td>
<td>Musicianship I</td>
</tr>
<tr>
<td>MUS 560</td>
<td>Recording Studio</td>
</tr>
</tbody>
</table>

**REQUIREMENTS FOR INTERARTS STUDIES B.A.: DANCE THERAPY CONCENTRATION**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAN 300, 310, 350, 400, 450 (two semesters of any of the following):</td>
<td></td>
</tr>
<tr>
<td>Beginning Movement Study</td>
<td>3</td>
</tr>
<tr>
<td>Contemporary Dance Foundations</td>
<td>3</td>
</tr>
<tr>
<td>Contemporary Dance Forms I, II and/or III</td>
<td>3</td>
</tr>
<tr>
<td>IAR 355</td>
<td>2</td>
</tr>
<tr>
<td>IAR 380</td>
<td>3</td>
</tr>
<tr>
<td>IAR 420</td>
<td>3</td>
</tr>
<tr>
<td>PSY 326</td>
<td>2</td>
</tr>
<tr>
<td>PSY 426</td>
<td>2</td>
</tr>
<tr>
<td>PSY 476</td>
<td>2</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>26</strong></td>
</tr>
</tbody>
</table>

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

**TOTAL CREDITS** 35

**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.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAN 300, 310, 350, 400, 540 (two semesters of any of the following)</td>
<td></td>
</tr>
<tr>
<td>Beginning Movement Study</td>
<td>6</td>
</tr>
<tr>
<td>Contemporary Dance Foundations</td>
<td>6</td>
</tr>
<tr>
<td>Contemporary Dance Forms I, II and/or III</td>
<td>2</td>
</tr>
<tr>
<td>History &amp; Contexts of Contemporary Arts I</td>
<td>3</td>
</tr>
<tr>
<td>Creative Process: Improvisation</td>
<td>2</td>
</tr>
<tr>
<td>Creative Process: Composition</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Dance/Movement Therapy</td>
<td></td>
</tr>
<tr>
<td>Authentic Movement</td>
<td>2</td>
</tr>
<tr>
<td>Dance/Movement Therapy in the World Today</td>
<td>2</td>
</tr>
<tr>
<td>Two Dance Therapy Classes:</td>
<td></td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>26</strong></td>
</tr>
</tbody>
</table>

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

**TOTAL CREDITS** 36

**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 are transferring in 90 credits of previous B.A. study and have been accepted to the Master's of Arts Somatic Psychology program. 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.
CONCENTRATION IN MUSIC

The practice of music encompasses the whole musician: the ear and its sensitivity to pitch and rhythm, the intellect and the intricacies of music theory, the body and the technical demands of playing an instrument, and the contemplative and expressive world of the heart. At Naropa, no part is left out.

Musicianship and ear training classes relate in a practical way to composition and performance. The study of classical music history, jazz, and world music traditions gives students an appreciation of the richness of the world's musical heritage. A contemplative approach to performance creates a unique understanding of the creative process, and the power of music to uplift oneself and others.

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

**REQUIREMENTS FOR INTERARTS STUDIES B.A.: MUSIC CONCENTRATION**

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

**RECOMMENDED ELECTIVES**

<table>
<thead>
<tr>
<th>Music</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional Private Lessons</td>
<td></td>
</tr>
<tr>
<td>MUS 350 Listening to Jazz</td>
<td></td>
</tr>
<tr>
<td>MUS 505 Balinese Gamelan Orchestra</td>
<td></td>
</tr>
<tr>
<td>MUS 515 Music of Africa</td>
<td></td>
</tr>
<tr>
<td>MUS 530 Improvisation I, II</td>
<td></td>
</tr>
<tr>
<td>MUS 535 Jazz Ensemble</td>
<td></td>
</tr>
<tr>
<td>MUS 545 Eclectic Ensemble</td>
<td></td>
</tr>
</tbody>
</table>

**INTERARTS CORE CLASSES:**

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

**THEATER STUDIES**

| TTHR 320 Basic Acting |         |
| TTHR 350 Voice and Sound |       |

**DANCE/MOVEMENT STUDIES**

| DAN 550 Body-Mind Centering I |         |
**B.A. MINOR IN MUSIC**

**Basic Skills - One course selected from the following group:**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 500</td>
<td>Ear Training I</td>
</tr>
<tr>
<td>MUS 550</td>
<td>Musicianship I</td>
</tr>
</tbody>
</table>

**History - One course selected from the following group:**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 300</td>
<td>Music Appreciation</td>
</tr>
<tr>
<td>MUS 350</td>
<td>Listening to Jazz</td>
</tr>
<tr>
<td>MUS 555</td>
<td>Introduction to World Music</td>
</tr>
</tbody>
</table>

**Creative Process - One course selected from the following group:**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 505</td>
<td>Balinese Gamelan Orchestra</td>
</tr>
<tr>
<td>MUS 508</td>
<td>Shambhala Chorus</td>
</tr>
<tr>
<td>MUS 515</td>
<td>Music of Africa</td>
</tr>
<tr>
<td>MUS 530</td>
<td>Improvisation I</td>
</tr>
<tr>
<td>MUS 535</td>
<td>Jazz Ensemble</td>
</tr>
<tr>
<td>MUS 538</td>
<td>African Marimba Ensemble</td>
</tr>
<tr>
<td>MUS 548</td>
<td>Balinese Gamelan Orchestra</td>
</tr>
</tbody>
</table>

**As needed:**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 597</td>
<td>Private Lessons</td>
</tr>
</tbody>
</table>

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**REQUIREMENTS FOR THE CERTIFICATE PROGRAM IN MUSIC**

<table>
<thead>
<tr>
<th>Music Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 300 Music Appreciation</td>
<td>3</td>
</tr>
<tr>
<td>MUS 500 Ear Training I</td>
<td>3</td>
</tr>
<tr>
<td>MUS 550 &amp; 560</td>
<td></td>
</tr>
<tr>
<td>Musicianship I, II</td>
<td>6</td>
</tr>
<tr>
<td>Private Lessons</td>
<td>2</td>
</tr>
<tr>
<td>Music Elective</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL MUSIC CREDITS**: 17

**General Elective credits**: 13

**TOTAL CREDITS TO GRADUATE**: 30
INTERDISCIPLINARY
STUDIES B.A.

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 College 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.

DECLARATION OF MAJOR

In declaring a major in Interdisciplinary Studies, we would expect the following:

1. Regular contact with the B.A. Advisor
2. An advising conference with a departmental representative
The Department of Religious Studies offers courses of study on the B.A. level 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, most of the other major world religions are also represented. The methods applied on the undergraduate level 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.

DECLARATION OF MAJOR

In declaring a major in Religious Studies, the following would be expected:

1. Regular contact with the B.A. Advisor
2. A two-to-three page essay describing your interest in Religious Studies and what you hope to accomplish through study in this area
3. A grade point average of at least 3.0 in any courses taken in the World Wisdom Studies portion of Naropa’s College Core

Students whose grade point average is lower must make a special application to the department for an exception to policy. This application should include a letter explaining their situation and a personal interview with the department chair.

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, Sanskrit language, Engaged Buddhism and advanced courses in Buddhism).
3. Course offerings in meditative disciplines, such as sitting practice, Traditional Eastern Arts.

STUDY ABROAD

Each year Naropa College 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. Participation in these programs by petition only.

REQUIREMENTS FOR THE B.A. IN RELIGIOUS STUDIES

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 400</td>
<td>3</td>
</tr>
<tr>
<td>REL 440</td>
<td>3</td>
</tr>
<tr>
<td>REL 410</td>
<td>1.5</td>
</tr>
<tr>
<td>REL 460</td>
<td>1.5</td>
</tr>
<tr>
<td>B.A. Senior Project I</td>
<td></td>
</tr>
<tr>
<td>B.A. Senior Project II</td>
<td></td>
</tr>
<tr>
<td>A minimum of three credit hours (total of twelve) in each of three different religions (See course descriptions for Religion)</td>
<td>12</td>
</tr>
</tbody>
</table>

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

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:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 440</td>
<td>3</td>
</tr>
</tbody>
</table>

6 credit hours selected from the following:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 400</td>
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<tr>
<td>REL 420</td>
<td>3</td>
</tr>
<tr>
<td>REL 430</td>
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<tr>
<td>REL 530</td>
<td>3</td>
</tr>
<tr>
<td>REL 535</td>
<td>3</td>
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<td>REL 529</td>
<td>3</td>
</tr>
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<td>REL 540</td>
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<td>REL 504w</td>
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<tr>
<td>REL 552w</td>
<td></td>
</tr>
<tr>
<td>REL 554w</td>
<td></td>
</tr>
</tbody>
</table>

Administrative Director:
Janet Solynits
SANSKRIT OR TIBETAN MINOR FOR
RELIGIOUS STUDIES

B.A. Religious Studies majors may elect to take either
Tibetan or Sanskrit language as a minor field of study.
Normally, students are not able to fulfill their minor
requirement through courses that are offered in their
major department. However, the language courses,
offered by the Religious Studies department do not
qualify as courses specifically on religion and at other
colleges, are generally offered in separate depart-
ments. For these reasons, Religious Studies majors may
elect to take a minimum of three 4 credit courses in
either Sanskrit or Tibetan (12 credits) in order to fulfill
their minor requirement (the minimum credit at
Naropa is 9 credits).
TRADITIONAL
EASTERN ARTS

"Joining Heaven and Earth-
Stilling the Whirlpools of the minds."

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. The 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 T’ai-chi Ch’uan, Aikido, or Yoga. 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. 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. The course explores sitting meditation, T’ai-chi Ch’uan, Yoga, Aikido, and Iikubana. 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: T’ai-chi Ch’uan, Yoga, or Aikido (11 credits).

The history, philosophy and culture of the major awareness discipline is studied in the junior year. 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 conveys practice from 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 include: T’ai-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.

T’AI-CHI CH’UAN

“Whoever practices T’ai-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

T’ai-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 chi, the intrinsic energy which ani-
mates all living phenomena, plays a central role in the training. Tension interferes with the flow of chi in our bodies, and the purpose of T'ai-chi Ch'uan is to regulate 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, Moriehei Ueshiba, Aikido Founder

The roots and trunk of Aikido stand in the soil of the great warrior traditions-Budo, where the fighting arts were studied and practiced for the sake of defense of society and also as a personal path for awakening.

The vision of the founder of Aikido is unique amongst martial arts. One trains to learn to protect all life, even the life of one's enemies. Creating compassion this vast is a lifetime undertaking.

Aikido wisdom and skills are developed through lively partner practice. On the mat we engage with varied attacks and defenses in order to learn to become calm, centered and receptive during intense encounters.

Whole-body training takes place through watching, listening, feeling and doing. Aikido is not verbal philosophy but lively, kind-hearted, harmonious action that reconciles conflict without killing the life spirit from which it comes. We practice Aikido not because we are realized beings but to further develop the 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, T'ai-chi Ch'uan, or Aikido may be repeated for credit if recommended by the instructor.

**DECLARATION OF MAJOR**

In declaring a major in Traditional Eastern Arts, the following would be expected:

1. Regular contact with the B.A. Advisor
2. An advising conference with the Traditional Eastern Arts department chair

**REQUIREMENTS FOR THE B.A. IN TRADITIONAL ARTS**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRA 300 Exploring Traditional Eastern Arts</td>
<td>2</td>
</tr>
<tr>
<td>TRA 500 Shambhala Meditation Practicum I, Major Awareness Discipline (T'ai-chi Ch'uan I, Aikido I or Yoga I)</td>
<td>3</td>
</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
<td><strong>8</strong></td>
</tr>
</tbody>
</table>

**Junior Year, Spring**

| TRA 580 Shambhala Meditation Practicum II, Major Awareness Discipline (T'ai-chi Ch'uan II, Aikido II or Yoga II) | 3 |
| **SUBTOTAL** | **6** |

**Senior Year, Fall**

| TRA 499 Independent Study (History, Philosophy, Culture of the Major Awareness Discipline) | 1 |
| Major Awareness Discipline (T'ai-chi Ch'uan III, Aikido III or Yoga III) | 3 |
| One academic course from the Religious Studies Department relevant to major awareness discipline | 3 |
| **SUBTOTAL** | **7** |

**Senior Year, Spring**

| Advanced Study of Major Awareness Discipline (T'ai-chi Push Hands, Aikido Weapons, or T.A. Position) | 2 |
| **Senior Colloquium** | **1** |
| **SUBTOTAL** | **3** |
| **TOTAL CREDITS** | **24** |

**B.A. MINOR IN TRADITIONAL EASTERN ARTS**

9 credit hours in TRA courses, 6 of which must be in one discipline.
VISUAL ARTS

"Art making as an expression of one's nature."
– Robert Spellman, Chair

The Visual Arts Program at Naropa College 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 Visual Arts curriculum includes courses that explore the creative process and artistic expression. Studio classes offer training in drawing, watercolor, figure drawing, paint, 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 program, students are encouraged to practice sitting meditation with guidance from faculty members.

DECLARATION OF MAJOR

In declaring a Visual Arts major, the following would be expected:

1. Regular contact with the B.A. Advisor
2. An advising conference with the Visual Arts department chair

REQUIREMENTS FOR THE B.A.
IN VISUAL ARTS

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ART 500</td>
<td>The Contemplative Artist</td>
</tr>
<tr>
<td>ART 530</td>
<td>Color Theory</td>
</tr>
<tr>
<td>ART 551</td>
<td>World Art 1</td>
</tr>
<tr>
<td>ART 552</td>
<td>World Art 2</td>
</tr>
<tr>
<td>ART 580</td>
<td>Portfolio &amp; Gallery Presentation</td>
</tr>
<tr>
<td>SUBTOTAL</td>
<td></td>
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</tbody>
</table>

3 credits in a studio class in a Western discipline:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 515</td>
<td>Watercolor I, or</td>
</tr>
<tr>
<td>ART 525</td>
<td>Drawing I</td>
</tr>
<tr>
<td></td>
<td>3 credits in a studio class in an Eastern Discipline</td>
</tr>
<tr>
<td>ART 533</td>
<td>Thangka Painting I, or</td>
</tr>
<tr>
<td>ART 537</td>
<td>Brush Stroke I</td>
</tr>
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</table>

7 credits selected from:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 543, 553, 563</td>
<td>Thangka Painting I, II, III, IV</td>
</tr>
<tr>
<td>ART 547</td>
<td>Brush Stroke II</td>
</tr>
<tr>
<td>ART 545, 565</td>
<td>Painting I &amp; II</td>
</tr>
<tr>
<td>ART 520</td>
<td>Calligraphy &amp; Book Arts</td>
</tr>
<tr>
<td>ART 555, 575</td>
<td>Figure Drawing I &amp; II</td>
</tr>
<tr>
<td>ART 540</td>
<td>Sculpture</td>
</tr>
<tr>
<td>TOTAL CREDITS</td>
<td>24</td>
</tr>
</tbody>
</table>

B.A. MINOR IN VISUAL ARTS

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

Any 9 credit hours in ART courses
THE JACK KEROUAC SCHOOL OF DISEMBODIED POETICS

Writing and Poetics

Naropa University's Department of Writing and Poetics aspires to the classical Greek academedia, a "grove" of learning where elders and students meet to explore traditional and innovative technique and lore. This further conjures the virasras 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 an 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, and again.

Writing and Poetics program students develop the confidence and skills necessary to undertake an active role in literary life, whether as 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 image and language that will enable them to "write their minds on a piece of paper" (Chögyam 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 of original writing, been finalists for the Walt Whitman prize from the Academy of American Poets, received NEA awards in poetry, won awards in The Raymond Carver Contests, the Prism International Short Fiction Award, and the Story Magazine competition. Work from Naropa Writing and Poetics graduates has appeared in American Poetry Review, Exquisite Corpse Harper's, 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. Our graduates have entered careers in arts administration, publishing, television and screen writing, and have gone on to Ph.D. programs in various fields.

Curriculum

The B.A. Writing and Literature curriculum is balanced between writing workshops and literature courses. This balance reflects the department's conviction that creative writing, reading, and critical study must all be involved in a writer's growth.

SUMMER WRITING PROGRAM

During Naropa'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 cultural 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.

DECLARATION OF MAJOR

In declaring a major in Writing and Literature, the following would be expected:

1. Student must, within the 6 credit-hour Communication Arts Core requirement, take a 3 credit-hour Writing Workshop course in lower division taught by a member of the Writing and Poetics full-time or adjunct faculty and receive a grade of B or higher.

Co-Founders:
Allen Ginsberg and
Anne Waldman

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

Part-Time Faculty:
Lee Christopher,
Jack Colton,
Kristen Iversen,
Theafield,
Akihah Oliver,
Brad O'Sullivan,
Max Regan,
Julie Seko

Administrative Coordinator:
Judith Rydman

Summer Writing Program Curricular Director:
Anna Waldman

Academic Programs: Writing and Literature
3. Student must, in addition to fulfilling the 6 credit-hour Cultural and Historical Studies Core requirement, take an additional 3 credit-hour 4.4. Literature-Literary Studies course and receive a grade of B or higher.

4. Student meets with Naropa B.A. Advisor to clarify personal objectives and goals for a major.

5. Student submits a one-page Statement of Intent and a five-to-ten page submission of original work to the Writing and Poetics Office. (This is viewed as a demonstration of commitment rather than an application procedure per se.)

6. Student must meet with Writing and Poetics Department Chair or Departmental Advisor to discuss declaring a major in Writing and Literature.

**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. Undergraduate students can take literature courses ranging from ancient world epic and drama to postmodern poetics and short fiction. Writing workshops include training in various modes of verse and prose composition. The B.A. program encourages a willingness to step beyond preconceptions about writing and bring a fully present and open state of mind to the act of writing itself. Through the Student Arts Concert readings, students can train in the oral presentation of their work.

**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. (Please refer to the section on Financial Aid to determine credit hours required for monetary assistance.)

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

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

**WRITING AND LITERATURE CURRICULUM**

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 active sense of form.

The department offers some literature courses specifically designed for undergraduates. In others, undergraduate and graduate students meet together. In such cases, different work assignments and requirements are built into the syllabus.

Literature courses examine selected writers’ works, topics, or periods. In literary history, recent 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-literature. All literature classes require critical papers in standard academic format.

**Elective Courses**

B.A. students choose their elective courses in consultation with their program advisor.

B.A. students may take Letterpress Printing (3 credit hours), Project Outreach (from 1 to 3 credit hours), or Practicum 1 (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 approved course offerings of other departments at the College. 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: Tai-chi, Qu’ran, meditation, patacism, 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.)

**PROGRAM REQUIREMENTS FOR THE B.A. DEGREE IN WRITING AND LITERATURE**

The B.A. degree requires a total of 120 credit hours, 60 of which are earned in upper division studies and 24 of which must be completed at Naropa fulfilling the Writing and Literature requirements. Those 24 credits are distributed as follows:

**12 credit hours in writing workshops chosen from:**

**Courses (3 credits each):**

- WRI 310 Reading and Writing Workshop: Bioregional Poetics
- WRI 311 Writing Fiction: Variations on the Form
- WRI 320 Writing Poetry: We've Seen the Martians And They Are Us
WRI 360 Writing Poetry: You Do It
WRI 371 Writing Fiction: What a Character
WRI 522 Practice of Translation
WRI 534 The Exposatory Essay

12 credit hours in literature courses
chosen from:

Courses (3 credits each)
WRI 520 Literature Seminar: Ancient World Literature
WRI 523A Literature Seminar: Classic Modernism
WRI 523B Literature Seminar: Twentieth Century European Poets
WRI 525 Trends in Contemporary Literature: Introduction to Contemporary Criticism

Courses (3 credits each)
WRI 530 Literature Seminar: The Beats and Beyond
WRI 534 The Exposatory Essay
WRI 575 Trends in Contemporary Lit.: The Feminine Economy in Language and Literature
WRI 580 Eco-Lit

TOTAL CREDITS 24

B.A. MANUSCRIPT

The final B.A. requirement in Writing and Literature is a 30-50 page manuscript of original writing representing the best creative work the student has accomplished in the program. 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.

SUMMER WRITING PROGRAM

Undergraduates in Writing and Literature may take the Summer Writing Program for a total of 6 credit hours. Of these, 3 credit hours will be applied to writing workshop requirements and 3 credit hours will apply to literature course requirements.

Electives

Courses
WRI 536W Poetry Practice: Wide Awake Writing Workshop (1 cr)
WRI 528W A Writer's Practice: Designing A Writing Workshop (1 cr)
WRI 536 Poetry Practice: Not Just One Voice (1 cr)
WRI 537 Prose Practice: The House of Words: Writing as Contemplative Practice (1 cr)
WRI 581 Outreach (1-3 cr)
WRI 582 Letterpress Printing: The Well-Dressed Word (3 cr)
WRI 583 Letterpress Printing: First Impressions (3 cr)

REQUIREMENTS FOR A MINOR IN WRITING AND LITERATURE

Consult "Program requirement for the B.A. degree in Writing and Literature" (above) for a listing of writing workshop and literature courses. No final manuscript is required for the minor.

Students must select ONE of the following four combinations. Each fulfills the 9 credit hours for the Minor requirement.

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 651W-654W) 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 651W-654W) for 3 credits; and one literature course for 3 credits; and one writing workshop for 3 credits for a total of 9 credits.

DEPARTMENT 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 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. In recent years this archive has been augmented with a 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. 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 students and is a 1999 recipient of a Colorado Council for the Arts Grant. 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 and sell for $10. Back issues are available through the Writing and Poetics Office for $5. Prospective students
may want to purchase copies of *Bombay Gin* to preview the writing of our students before submitting an application or entering the program. Anseim 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 techniques 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 offered every semester. Andrew Schelling serves as faculty advisor.

**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.

**Events, Benefits, and Publications**

Regularly scheduled Writing and Poetics activities include Student Arts Concerts, Readings by faculty and guest writers, and Students for Ethnic Inclusion benefits. Magazines and book series published by students and faculty include *Bombay Gin*, *Exit Zero*, *Summer Writing Program Journal*, and *Project Outreach* and *EcoLit Journals*. Students are welcome to form their own formal or informal groups and organizations independent, small-run publishing projects are frequently initiated by students.

**STUDENTS FOR ETHNIC INCLUSION (S.E.I.).**

**Zora Neale Hurston Scholarship**

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, students 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.
NAROPA UNIVERSITY
GRADUATE PROGRAMS
The Department of Religious Studies offers courses of study on M.A. level 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, most of the other major world religions are also represented. 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.

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 lineage 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 mantras, 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 and counselor 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 and before internship for Engaged Buddhism students.

4. The Living Spirituality 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 require-
ments in a choice of three concentrations.

The Language Concentration

The language concentration offers students the oppor-
tunity 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 matters. This con-
centration provides training in both classical Tibetan
and the spoken language. Study of classic Tibetan
involves involve 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 spoken tongue of the Buddha him-
self; it was the idiom of Indian Buddhist texts, and it
functioned as the common language of Buddhism
throughout Asia. The Sanskrit emphasis provides stu-
dents with a knowledge of Sanskrit grammar and
vocabulary, as well as initial reading knowledge provid-
ing access to the world of Buddhist texts.

Courses

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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 tra-
ditions 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.

Courses

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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, are supervised by the Association of Clinical Pastoral Education, and enable students to qualify for employment in hospitals, hospices, prisons, homeless shelters, and other human service or social action settings.

Dathun, or minimum equivalent of a four-week meditation retreat must be completed before the internship in the second year.

Courses

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<td>REL 556 The Three Jewels: Buddha, Dharma, Sangha</td>
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<td>or REL 611 Abhidharma</td>
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<td>REL 630 Contemplative Christianity</td>
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<td>REL 785 Spiritual Models of Social Action</td>
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<td>REL 612, 622, 632 Special Topics — 1 cr per weekend</td>
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<td>REL 886 Master's Project Paper</td>
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TOTAL CREDITS 60
ENVIRONMENTAL LEADERSHIP

“When we listen to and follow our individual paths, then we naturally heal ourselves and the earth.”

– Anne Z. Parker, Chair

The Naropa Environmental Leadership 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 ecocentric and living systems perspective. The approach to learning reflects a commitment to understanding the whole of things by emphasizing the union of science, spirit, and action. The result is a balance of the contemplative and analytical routes to understanding. Science is viewed as an important way of knowing that, in combination with other ways of knowing, can lead to profound insight and effective action.

RESOURCES

The High Plains and the Front Range of the Rocky Mountains along with the deserts of the Southwest provide an exceptionally rich natural laboratory for ecological study, and are the field resources of the Environmental Studies program. Including the grassland ecosystem of the prairie, the mountains, forests, and parks, the alpine tundra of the Continental Divide, and the Colorado plateau country, this area provides diverse opportunities for study, exploration, and wilderness experience. Regional human communities offer valuable opportunities for learning about the relationship between human and natural systems. In particular, we emphasize the environmental justice issues of native peoples from the United States High Plains and the nearby Southwest. In addition, the Boulder area is home to numerous environmental and educational organizations and consulting firms, providing opportunities for senior projects, internships, and opening career opportunities.

For an experience of Central American ecosystems and cultures students may work with advisors and faculty to design an independent study project for their area of concentration. For an experience of Asian ecosystems and cultures, Naropa students may participate in the Study Abroad program. Through these approaches, students learn about the ecological and cultural components of sustainable societies and about the challenges of social and cultural change in other parts of the world. See Study Abroad Programs for more details.

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

PORTFOLIO

The Environmental Leadership Department has incorporated a portfolio process into the M.A. programs. This simple yet effective format encourages students to create a document which reflects their unique learning journey at Naropa and which can play a role in presenting themselves to future employers. It also allows students to reflect on, articulate, and deepen all that they have learned. Portfolios are handed in, in the spring of the first year to E.L. Department advisors for review, and then prior to graduation as part of our graduation requirements.

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

Students with diverse interests and backgrounds are accepted into the program, based on certain basic social and natural science prerequisites:

PRE-REQUISITES FOR ADMISSION TO THE M.A.

There are no specific course pre-requisites; however a background in Natural/Earth Sciences, Anthropology, and U.S. Government is strongly recommended. Students with an insufficient background will be asked to complete readings before entering the M.A. Environmental Leadership program. A supplemental application and in-person interview are required.

The following courses may be taken on the Naropa campus through the B.A. College to provide a stronger background.

- NCES 235 Western Philosophical Tradition
- NCES 220 Cultural Anthropology
- NCES 222 Into to Scientific Inquiry
- NCCH 273 History of Western Thought
- NAM 500 History of Western U.S.: The Native View
- NAM 550 Contemporary Issues in Native America
- ENV 510 Exploring our Sacred Environment

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, practicum, 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. 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. Courses ENV 560 and 570, are ten days long.

The independent component 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 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 practicum, 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

Intensives:

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<td>ENV 570</td>
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Courses

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<td>ENV 630</td>
<td>Transforming Systems I</td>
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<td>ENV 650</td>
<td>Meditation for Environmental Leaders</td>
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<td>ENV 670</td>
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<td>ANT 550</td>
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<td>ENV 563</td>
<td>Environmental Issues &amp; Indigenous People</td>
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<td>ENV 545</td>
<td>Environment &amp; Political Process</td>
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(choice of one of these last 3 courses)

Team Project Field Courses:

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TOTAL | | 60 |
GERONTOLOGY AND LONG-TERM CARE MANAGEMENT

“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 goal of the Masters of Arts in Gerontology and Long-Term Care Management is to engender compassionate care for elders by providing professional and contemplative training for managers or administrators of long-term care organizations. Compassionate care rests on the power to be truly human and to act with genuine warmth and solicitude in helping to fulfill another’s physical, psychosocial, emotional and spiritual needs.

This unique contemplative education integrates body, mind, and awareness of self and others as resources for understanding. This cultivation of deep insight, sensitivity, and the desire to serve enables students to perceive and care for the unique needs of others. Combining holistic contemplative education with basic knowledge and skills, the Masters of Arts in Gerontology and Long-Term Care Management can empower students to lead organizations effectively in a period of rapid change.

Long-term care involves a combination of personal care, health care, and social services to people disabled by chronic illness. Long-term care can be provided in many types of settings, including in-home care adult day services, group homes, assisted living facilities, continuing care retirement communities and nursing homes.

One of the most crucial tasks we have before us as we enter a new millennium is how to provide compassionate care for the long-term care needs of our growing elder population. By the year 2050, one-fifth of the nation’s M.A. program in long-term care management apart from other programs in the field. Contemplative education pays equal attention to each student’s inner development and to the need to master the various areas of knowledge required to be U.S. population will be 65 years of age or older.

The field of long-term care for older Americans is one of the fastest growing segments of our economy. Over the coming decades, the rapid growth of the elder population needing long-term care will require a reallocation of resources, an enormous realignment of the workforce, and the development of many new organizations to provide long-term care in a variety of settings. This expansion will increase the demand for managers with a solid understanding of how to provide long-term care that is effective and compassionate for both clients and staff.

THE PROGRAM FOCUSES ON SIX AREAS:

- **Program Management** - reflective approaches to general, financial, human resources, facilities, and operations management

- **Long-term Care Systems** - long-term care modes and delivery systems, ethical and legal aspects of long-term care, and long-term care policy

- **Basic Gerontology** - social aspects of aging, aging and health, and the psychology of aging

- **Contemplative Approaches to Service** - contemplative team approaches to long-term care, opening to others, death and loss, and working with elders in the creative process, including body movement

- **Experiential Learning** - internship (100 hours), professional seminar, and contemplative practice

- **Integrative Learning** - a Master’s paper integrating substantive learning in long-term care and a final paper integrating the student’s personal journey.

Alongside their course work and internship experiences, each student engages in a contemplative practice, such as meditation, yoga, Tai-chi Ch’uan, or Aikido, that encourages mental discipline and expanded awareness. The contemplative practice component of the program complements the academic and field experience components by enhancing the student’s capacity to be self-aware and fully present.
EXPERIENCED PROGRAM FACULTY

Dr. Robert C. Atchley, past-president of the American Society on Aging and leading figure in gerontology, is chair of the program. The 14 faculty members in the program represent nationally-known figures in gerontology, leaders in contemplative education and practice, and cutting-edge professional practitioners in the field of long-term care.

THE NAROPA ATMOSPHERE

Classes in the M.A. program in Gerontology and Long-term Care Management are small and the atmosphere open. Class dialogue is lively. Students get many opportunities to participate in project teams that involve responsibility and creativity, communication and accountability, and fun and hard work. Students are active learners, and class exercises focus on providing experience doing the kinds of tasks expected of leaders in long-term care programs.

Naropa University has developed a diverse array of internship sites that represent all of the types of organizations that currently provide long-term care. In addition, students can also do internships in organizations responsible for developing and implementing long-term care policy. Because the professional seminar is concurrent with the internship, internships sites are typically located in Boulder, the Denver metropolitan area, or the Fort Collins - Estes Park area. All these areas are within reasonable driving distance from Naropa.

The Naropa community has plentiful cultural opportunities and events that result from Naropa's ties with leaders in various world wisdom traditions, the arts, environmental issues, and professional practice in psychology and in gerontology. For example, Naropa's World Wisdom Chair holder is a faculty position currently occupied by Rabbi Zalman Schachter-Schalomi, author of From Age-ing to Saga-ing and founder of the Spiritual Eldering Institute. These opportunities create a sense of energy and renewal as well as a sense of community that is rare for educational institutions and reinforce the value placed on a broad definition of spirituality and contemplative practice. There is an important celebratory and uplifting quality to Naropa events.

Interaction among students is a vital part of the Naropa experience, and there are plentiful opportunities on campus for stimulating conversation. Naropa students come from an enormous richness of social and cultural backgrounds that provide a stimulating basis for discussing courses, field experiences, campus events, and life in general.

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 42 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. Students are prepared to administer and serve in long-term care facilities and other organizations offering elder-care services. This includes preparation to become licensed as a nursing home administrator in Colorado and in most other states. The program may be completed on a 16-month or 20-month schedule, or on a part-time schedule designed with an academic advisor.

16-Month Program Courses

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<td>LTC 620 Long-Term Care Delivery Systems</td>
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<td>LTC 610 Concepts of Management</td>
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<td>LTC 630 Managerial Accounting</td>
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<td>LTC 640 Aging &amp; Health</td>
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Spring

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<td>LTC 647 Social Aspects of Aging</td>
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<tr>
<td>LTC 680 Financial Aspects of LTC</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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Summer

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<tr>
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<td>LTC 570 Working w/Elders in the Creative Process</td>
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<td>LTC 720 Facilities Management</td>
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Year 2 Fall

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<td>LTC 740 Human Resources Management</td>
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<td>LTC 750 Legal and Ethical Environments of LTC</td>
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<td>LTC 600 Contemplative Approaches to Aging</td>
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MONTH PROGRAMS

Year 1

Fall

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<tr>
<td>REL 602 Communication: Opening to Others</td>
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<td>LTC 620 Long-Term Care Delivery Systems</td>
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<tr>
<td>LTC 610 Concepts of Management</td>
<td>3</td>
</tr>
<tr>
<td>LTC 630 Managerial Accounting</td>
<td>2</td>
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<tr>
<td>LTC 640 Aging &amp; Health</td>
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</table>
Spring
- LTC 650 Approaches to Elder Care: 3
- LTC 647 Social Aspects of Aging: 2
- LTC 680 Financial Aspects of LTC: 2
- LTC 670 Long Term Care Policy: 2
TOTAL CREDITS: 9

Summer
- LTC 850 AIT Internship: 2
- LTC 800 Professional Seminar: 1
- LTC 570 Working w/Elders in the Creative Process: 2
- LTC 720 Facilities Management: 5
TOTAL CREDITS: 3.5 TO 5.5

Fall
Year 2
- LTC 600 Contemplative Approaches to Aging: 2
- LTC 750 Legal and Ethical Environments of LTC: 2
- LTC 850 AIT Internship: 3
- LTC 800 Professional Seminar: 1.5
- LTC 740 Human Resources Management: 2
TOTAL CREDITS: 10.5

Spring
- LTC 880 Master’s Paper: 1
- LTC 860 Death and Loss or: 2
- LTC 850 AIT Internship: 3
- LTC 800 Elective: 3
TOTAL CREDITS: 9

Both programs are comprised of courses that are currently offered as part of our M.A. program. But we are also adding a new 2-credit field placement course that would enable supervised experience in settings where long-term care services are provided.

Graduate Certificate in Gerontology and Long-Term Care: This 16-credit certificate would require courses about contemplative approaches to long-term care services and courses about the structure and operation of the systems that provide long-term care. This certificate would be useful for nurses, social workers, and other professionals in the direct service side of long-term care.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>LTC 600 Contemplative Approaches to 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 640 Aging and Health</td>
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<tr>
<td>LTC 805 Graduate Field Placement in Long-Term Care</td>
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TOTAL: 16

Graduate Certificate in Long-Term Care Management: This 15-credit certificate would require courses in business aspects of long-term care management and courses about the structure and operation of the systems that provide long-term care. This certificate would be useful for professionals who wish to assume management responsibilities in long-term care service programs.

<table>
<thead>
<tr>
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<tr>
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<td>LTC 630 Managerial Accounting</td>
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<td>LTC 670 Long-Term Care Policy</td>
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<td>LTC 805 Graduate Field Placement in Long-Term Care</td>
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TOTAL: 15

Certificate and Concentration Programs in Gerontology and Long-Term Care Management:
A number of long-term care practitioners have Master's degrees, but still feel the need to expand their expertise in gerontology and/or long-term care and explore the contemplative approach to caregiving and management. We open our doors and welcome those out in the field who would be enriched by our two certificate programs: Gerontology and Long-Term Care and Long-term Care Management.
M.A. PSYCHOLOGY: CONTEMPLATIVE PSYCHOTHERAPY

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

— Chögyam Trungpa, Rinpoche

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

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

Coursework in the program combines intellectual and experiential components.

The 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. In the second year, students practice and study both individual and group psychotherapy skills and understandings. Early in the spring semester students submit their applications to go onto the nine-month internship. Interviews for field placements begin in March and may continue after the second month-long Maitri (usually held in April).

The focus of the third year is 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 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 nearly twenty-five 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 Taij Chi Ch’uan, Yoga, Aikido, and other body-mind synchronization practices. The second and third years begin with five-day meditation “intensives.” 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 who they truly are. It can also be very irritating; those same people are there again and again—and they know so much about us!

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

5. Clinical Tutorial Groups
   During the internship year, students participate weekly in small tutorial groups of three students and two clinical faculty members. Using a specially designed contemplative practice called “body/speech/mind” students develop the ability to fearlessly and gently touch another’s pain. When combined with ongoing meditation practice, this style of presentation cultivates compassion and the ability to be present with others in genuine relationship.

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

PREPARATION FOR CLINICAL WORK: LICENSING AND INTERNSHIP
In addition to its unique features, the program prepares the student to meet the demands of the professional world. Our graduates are prepared for the Licensed Professional Counselor (L.P.C.) credential. Upon successful completion of the program, students will have met all academic requirements to be allowed to sit for the L.P.C. 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, out-patient or in-patient care, and alcohol and drug abuse counseling. Students should plan to be available to complete internship interviews in Boulder following the Maitri program in the second year. Following is a list of Boulder-Denver agencies that have participated in the field placement program. Our internship coordinators continue to evaluate existing placements and add new ones each year.

1. Addictions Recovery Center
2. Alternative Homes for Youth
3. Arapahoe Mental Health Center
4. Avista Hospice
5. Boulder County Department of Social Services: Child Protection Team Sexual Abuse Team
6. 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
7. Boulder County Safehouse
8. Colorado AIDS Project
9. Contemplative Team Model Internship
10. The Counseling Center
11. Eagle Lodge Inc.
12. The Gathering Place
13. Health Department of Boulder County: Inpatient Detox Facility, Outpatient Substance Abuse Program, Intensive Teen Outpatient Program, Prevention & Intervention Program
14. Jefferson County Mental Health Center
15. The Mental Health Corporation of Denver
16. Pastoral Care Services
17. Porter Care Hospital
18. Qualife
19. Institute of Colorado: Multicultural Counseling Center, Employee Assistance Program
20. Veteran's Center

REQUIREMENTS IN M.A. PSYCHOLOGY: CONTEMPLATIVE PSYCHOTHERAPY DEGREE

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

### FIRST YEAR:

#### Fall Semester:

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<tr>
<td>PSY 608 Introduction to Buddhist Psychology Practicum I</td>
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### SECOND YEAR:

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<td>PSY 669 Meditation Practicum III</td>
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<td>PSY 728 Therapeutic Relationships I</td>
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<tr>
<td>PSY 738 Psychotherapy II: Psychosis</td>
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<tr>
<td>PSY 748 Psychology of Aging</td>
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<tr>
<td>PSY 798 Theory and Practice of Group Psychotherapy</td>
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<td>PSY 742 Diversity Awareness weekend</td>
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**TOTAL** 10.0

#### Spring Semester:

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**TOTAL** 9.5

### THIRD YEAR

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<td>PSY 709 Meditation Practicum V</td>
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<td>PSY 788 Therapeutic Relationships III</td>
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#### Spring Semester:

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<td>PSY 739 Meditation Practicum VI</td>
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<td>PSY 858 Field Placement II</td>
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<td>PSY 868 Clinical Tutorial II</td>
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<td>PSY 888 Master's Paper Seminar</td>
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<td>PSY 889 Maitri Program III</td>
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**TOTAL** 9.0

**TOTAL CREDITS** 62.0
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 "nyintha" 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. A student must pass the Writing Proficiency Exam before being accepted to go onto internship.

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.

FRIENDSHIP HOUSE

Now in its eleventh year, Friendship House is a group treatment home for indigent mentally ill people. This project resulted from collaboration between Naropa University, the Mental Health Center of Boulder County, and the Haven Habitat Foundation for the development of shelter resources. It is an outgrowth within the public sector of a private treatment facility founded by Institute psychology graduates and faculty for treating highly disturbed people in home-like environments (Maitri Psychological Services, Inc.). Friendship House applies many of the principles of contemplative psychotherapy to environmental treatment. The treatment approach was designed by senior faculty of the department, and today, many of the staff are Naropa graduates. This project is an important research opportunity to develop innovative approaches to mental disturbance. A number of students choose to 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, mantram practice, community-making, creative expression, and bodyspeech/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

“Our view of psychotherapy is to bring the mind, body, and heart together to transform one’s life.”
– Nicol McGough, faculty

M.A., SOMATIC PSYCHOLOGY:
DANCE/MOVEMENT THERAPY

M.A., SOMATIC PSYCHOLOGY:
BODY PSYCHOTHERAPY

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 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 Counselors (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 both degree programs is three years.
### FIVE SEMESTER PLAN FOR THE M.A. DEGREE IN SOMATIC PSYCHOLOGY: DANCE/MOVEMENT THERAPY

#### Fall 1st Year

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<tr>
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<td>Theories of Somatic Psychology</td>
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<td>PSY606</td>
<td>Individual Movement Therapy Skills I</td>
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<td>PSY636</td>
<td>The Body and Its Psychological Patterns: Awareness and Observation</td>
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<td>PSY736</td>
<td>Methods of Psychotherapy</td>
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#### Spring 1st Year

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<td>Individual Movement Therapy Skills II</td>
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<td>PSY686</td>
<td>The Body and Therapeutic Change: Assessment and Facilitation</td>
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<td>PSY677</td>
<td>Human and Career Development</td>
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<td>PSY687</td>
<td>Clinical Orientation</td>
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<td>PSY726</td>
<td>Laban: Movement Observation and Assessment</td>
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<th>Credits</th>
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<tbody>
<tr>
<td>PSY716</td>
<td>Family System Skills</td>
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<tr>
<td>PSY607</td>
<td>Clinical Process: Assessment through Intervention</td>
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</tr>
<tr>
<td>PSY625</td>
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<tr>
<td>PSY816</td>
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<tr>
<td>PSY836</td>
<td>Thesis Research Seminar</td>
<td>1.0</td>
</tr>
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<td>PSY667</td>
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#### Spring 2nd Year

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<tbody>
<tr>
<td>PSY756</td>
<td>Moving Through Birth and Death</td>
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</tr>
<tr>
<td>PSY655</td>
<td>Professional Preparedness</td>
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<tr>
<td>PSY676</td>
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#### Fall 3rd Year

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<td>PSY707</td>
<td>Multicultural Issues</td>
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<td>PSY700</td>
<td>Research and Statistics</td>
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<tr>
<td></td>
<td>General Elective — moving</td>
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<td></td>
<td>Contemplative Practice Elective</td>
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### FIVE SEMESTER PLAN FOR THE M.A. DEGREE IN SOMATIC PSYCHOLOGY: BODY PSYCHOTHERAPY

#### Fall 1st Year

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<tr>
<td>PSY657</td>
<td>Theories of Somatic Psychology</td>
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<tr>
<td>PSY606</td>
<td>Individual Movement Therapy Skills I</td>
<td>1.5</td>
</tr>
<tr>
<td>PSY626</td>
<td>Psychology of the Body I</td>
<td>2.0</td>
</tr>
<tr>
<td>PSY636</td>
<td>The Body and Its Psychological Patterns: Awareness and Observation</td>
<td>4.0</td>
</tr>
<tr>
<td>PSY736</td>
<td>Methods of Psychotherapy</td>
<td>1.5</td>
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<tr>
<td>PSY617</td>
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#### Spring 1st Year

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<tr>
<td>PSY667</td>
<td>The Body and Therapeutic Change: Assessment and Facilitation</td>
<td>2.0</td>
</tr>
<tr>
<td>PSY677</td>
<td>Human and Career Development</td>
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<td>PSY687</td>
<td>Clinical Orientation</td>
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<td>PSY683</td>
<td>Group Movement Therapy Skills II</td>
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<td>PSY717</td>
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#### Summer 1st Year

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#### Fall 2nd Year

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<thead>
<tr>
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<tbody>
<tr>
<td>PSY716</td>
<td>Family System Skills</td>
<td>2.0</td>
</tr>
<tr>
<td>PSY607</td>
<td>Clinical Process: Assessment through Intervention</td>
<td>3.0</td>
</tr>
<tr>
<td>PSY826</td>
<td>Internship Seminar I B</td>
<td>1.5</td>
</tr>
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<td>PSY816</td>
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<td>PSY836</td>
<td>Thesis Research Seminar</td>
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<td>PSY706</td>
<td>Creative Arts Therapies</td>
<td>2.5</td>
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<tr>
<td>PSY667</td>
<td>Group Process III</td>
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</tr>
<tr>
<td><strong>SUBTOTAL</strong></td>
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All students pay a lab fee in addition to tuition costs for PSY816 and PSY866 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.

**TOTAL MINIMUM NUMBER OF CREDITS REQUIRED FOR GRADUATION: 60.0**

In order to complete the program in five semesters, the student will need to concurrently write their thesis and complete their clinical placement hours within the five semesters and over summer breaks. If the student has not finished Thesis and Clinical Practicum after completing the required course work, the student must be enrolled in PSY881, Extended Thesis, until graduation.

**Recommended Electives**

- PSY646 Meditation and Psychotherapy (fulfills sitting meditation requirement) - 2 credits
- PSY516 Contemplative Mountaineering (fulfills one credit of moving practice requirement) - 1 credit
- PSY505 Authentic Movement (fulfills one credit of moving practice requirement) - 2 credits
- PSY787 Cellular Consciousness - 2 credits
- PSY537 Somatic Dance - 2 credits

Prerequisite Coursework for all Dance/Movement Therapy and Body Psychotherapy Students: Anatomy, Kinesiology, Introduction to Psychology, and Abnormal Psychology. Please note: all prerequisites may be taken as non-credit courses. Each class must be equivalent to 3 credit hours (45 contact hours); contact the Somatic Psychology Department for details.

Students are asked to sit for three hours per week throughout their programs 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 two 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 two 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.

**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 Body Psychotherapy. The certificate can be completed in two, three, or four semesters.

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 institute 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 Individual Movement Therapy Skills I (Fall)</td>
<td>1.5</td>
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<tr>
<td>PSY 626 Psychology of the Body: Reichian (Fall)</td>
<td>2</td>
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<tr>
<td>PSY 635 Body and Psychological Patterns (Fall)</td>
<td>4</td>
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<tr>
<td>PSY 646 Meditation and Psychotherapy (Fall)</td>
<td>2</td>
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<tr>
<td>PSY 656 Individual Movement Therapy Skills II (Spring)</td>
<td>1.5</td>
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<tr>
<td>PSY 657 Theories of Somatic Psychology (Fall)</td>
<td>2.5</td>
</tr>
<tr>
<td>PSY 686 Body and Therapeutic Change (Spring)</td>
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<td>PSY 683 Group Movement Therapy Skills (Spring)</td>
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<tr>
<td>PSY 816 Internship Placement I B (Fall)</td>
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</table>
M.A., TRANSPERSONAL COUNSELING PSYCHOLOGY

"Transpersonal Psychology builds on other psychological disciplines, but embraces human spirituality. It is more comprehensive and to that extent more truthful."

– Ken Wilber, leading Transpersonal Theorist and noted writer

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 content 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 575 Taming the Wild Horse: Working with Emotions
   - 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 T'ai Chi Ch'uan, Yoga, Aikido, Kyudo, Contemplative Dance and Embodiment 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 660 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: Lifestyles & Career
   - PSY 810 Professional Seminar & Ethics I
   - PSY 860 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 Naropa University and provide students with an opportunity to experience work in an area of specialization such as child and family therapy, crisis intervention, out-patient or in-patient 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 12 months.

A list of some of the Boulder-Denver area agencies which have participated in the field placement program include:

- Boulder County Health Department
- Boulder County Safehouse
- Boulder College of Massage Therapy
- Boulder Veteran Center
- Colorado AIDS Project
- Counseling Center
- Human Services, Inc.
- Karlis Family Center
- Maria Droste Services of Colorado, Inc.
- Mental Health Center of Boulder County
- Multi-Cultural Counseling Center, Institute of Colorado
- Sexual Abuse Team, Boulder County Social Services

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

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

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

- Alternative Homes for Youth
- Boulder Community Hospital
- Colorado Christian Home
- Good Samaritan Center
- Hospice for Peace
- Namqua Center
- National Jewish Center for Immunology and Respiratory Medicine
- Project Self Discovery
- Qual Life Wellness Center
- Youth Safe

CONCENTRATION AREAS

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

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 emphasis 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:

ART THERAPY

As a hybrid profession, Art Therapy involves intensive studies in the visual arts, the social sciences and the development of solid psychotherapeutic skills. Our innovative approach to training at Naropa integrates these areas within a transpersonal framework. This unique concentration of subjects incorporates a strong commitment to contemplative education throughout the training process. Between 90 direct contact hours of studio art, mindfulness practice and a well rounded art therapy and counseling psychology curriculum, formation of a unique professional identity results. Graduation culminates with the necessary
requirements to pursue credentials with both the American Art Therapy Association and as a licensed professional counselor.

**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 sit for the exam 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 32 credits in Music Therapy, 17 credits of Counseling Psychology, 9 credits of contemplative studies, and 2 credits of electives. The Music Therapy program must be completed in either 3 or 4 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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<tr>
<td>PSY 621 Psychology of Meditation I: Mindfulness Training</td>
<td>3</td>
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<tr>
<td>PSY 611 Counseling Relationship I: Techniques and Practice</td>
<td>3</td>
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<td>PSY 610 Human Development</td>
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<tbody>
<tr>
<td>PSY 670 Transpersonal Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSY 661 Counseling Relationship II: Lifestyles and Career</td>
<td>3</td>
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<td>PSY 710 Family Systems</td>
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<td>PSY 770 Meditation Practicum I: Cultivating Awareness</td>
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<tr>
<td>PSY 671 Psychology of Meditation II: Applications to Counseling</td>
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<td>PSY 601 Gestalt Awareness I</td>
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<tr>
<td>PSY 660 Clinical Assessment</td>
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<td>PSY 651 Gestalt Awareness II</td>
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<td>PSY 770 Meditation Practicum II: Developing Compass Electro(s)</td>
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<td>Electives: Intensives and/or others</td>
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<td>PSY 810 Professional Seminar &amp; Ethics I</td>
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<td>PSY 830 Master's Paper Seminar I</td>
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<td>PSY 800 Field Placement I (Internship) Elective(s)</td>
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<td>PSY 880 Master's Paper Seminar II</td>
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<tr>
<td>PSY 850 Field Placement II (Internship) Elective(s)</td>
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</tbody>
</table>

| TOTAL CREDITS | **60** |

**REQUIREMENTS FOR CONCENTRATION IN ART THERAPY**

Grounded in a foundation of awareness training, students pursue didactic and experiential coursework that integrates 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 (L.P.C.). This 50 credit hour program, approved by the American Art Therapy Association, consists of 33 credits of art therapy coursework combined with 22 credits of transpersonal counseling psychology and contemplative studies, 2 credits of body awareness coursework and 3 credits of electives. Students also participate in a minimum of 90 direct contact hours of studio-based work.

<table>
<thead>
<tr>
<th>Fall, First Year</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PSY 621 Psychology of Meditation I: Mindfulness Training</td>
<td>3</td>
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<tr>
<td>PSY 611 Counseling Relationship I: Techniques and Practice</td>
<td>3</td>
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<tr>
<td>PSY 634 History and Theory of Art Therapy</td>
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<tr>
<td>PSY 604 Art Therapy Skills I</td>
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<tr>
<td>Spring, First Year</td>
<td>Credits</td>
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</tr>
<tr>
<td>PSY 670 Transpersonal Psychology</td>
<td>3</td>
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<tr>
<td>PSY 681 Counseling Relationship II: Lifestyles and Career</td>
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<tr>
<td>PSY 654 Art Therapy Skills II: Transpersonal</td>
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<td>PSY 720 Meditation Practicum I: Cultivating Awareness</td>
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<tr>
<td>PSY 700 Research and Statistics</td>
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<td>PSY 734 Child/Adolescent Development &amp; Art Therapy</td>
<td>3</td>
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<tr>
<td>PSY 624 Art Therapy Studio: Process and Materials</td>
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<th>Spring, Second Year</th>
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<tr>
<td>PSY 660 Clinical Assessment</td>
<td>3</td>
</tr>
<tr>
<td>PSY 710 Family Systems</td>
<td>3</td>
</tr>
<tr>
<td>PSY 754 Art Therapy Skills IV: Adult Special Populations</td>
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<tr>
<td>PSY 764 Art Therapy Clinical Observation</td>
<td>1</td>
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<tr>
<td>PSY 770 Meditation Practicum II: Developing Compassion</td>
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<th>Summer, Second Year</th>
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<tr>
<td>PSY 814 Professional Seminar &amp; Ethics I: Art Therapy</td>
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<tr>
<td>PSY 804 Field Placement I: Art Therapy (Internship)</td>
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<tr>
<td>PSY 724 Multicultural Issues/Art Therapy</td>
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<td>PSY 882 Art Therapy Thesis I</td>
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<td><em>Elective(s)</em></td>
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<td>PSY 864 Professional Seminar &amp; Ethics II: Art Therapy</td>
<td>3</td>
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<tr>
<td>PSY 854 Field Placement II: Art Therapy (Internship)</td>
<td>3</td>
</tr>
<tr>
<td>PSY 883 Art Therapy Thesis II</td>
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<tr>
<td><em>Elective(s)</em> or Body Awareness</td>
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<td><strong>SUBTOTAL</strong></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 term.

Additional Prerequisites and Requirements:

**Prerequisites for the Art Therapy Concentration include:**
- 12 credits in Psychology including Developmental Psychology, Abnormal Psychology, and Theories of Personality
- 15 semester hours of studio art including basic coursework in drawing, painting, and clay.
- Art Therapy students are strongly recommended to have a meditator instructor during the second and third years of the program.

A lab fee is assessed for each Skills course.

**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 multi-disciplinary treatment teams within community agencies and in private practice.

Prerequisites to the music therapy concentration are: Abnormal Psychology, Developmental Psychology, Theories of Personality, and a course in the History of Western Music.

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<thead>
<tr>
<th>Fall, First Year</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSY 621 Psychology of Meditation I: Mindfulness Training</td>
<td>3</td>
</tr>
<tr>
<td>PSY 610 Human Development</td>
<td>3</td>
</tr>
<tr>
<td>PSY 605 Counseling Relationship I/Music Therapy: Techniques &amp; Practice</td>
<td>3</td>
</tr>
<tr>
<td>PSY 625 Music Therapy: History, Theory, and Practice</td>
<td>2</td>
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<tr>
<th>Spring, First Year</th>
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<tr>
<td>PSY 770 Meditation Practicum I: Cultivating Awareness</td>
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<tr>
<td>PSY 670 Transpersonal Psychology</td>
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<td>PSY 525 Music Therapy Institute</td>
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<tr>
<td>PSY 655 Counseling Relationship II/Music Therapy: Lifestyles &amp; Career</td>
<td>3</td>
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<td>PSY 775 Music Therapy: Special Populations</td>
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<tbody>
<tr>
<td>PSY 700 Research and Statistics</td>
<td>2</td>
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<tr>
<td>PSY 671 Psychology of Meditation II: Applications to Counseling</td>
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</tr>
<tr>
<td>PSY 683 Group Dynamics and Leadership</td>
<td>3</td>
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<td>PSY 715 Music Skills</td>
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<td>PSY 705 Music Therapy Practicum I</td>
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### Spring, Second Year

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<td>Clinical Assessment</td>
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<td>PSY 770</td>
<td>Meditation Practicum II:</td>
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<tr>
<td></td>
<td>Developing Compassion</td>
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<td>PSY 710</td>
<td>Family Systems</td>
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<td>PSY 732</td>
<td>Clinical Improvisation</td>
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<td>PSY 735</td>
<td>Music Therapy Practicum II</td>
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<td>PSY 525</td>
<td>Music Therapy Institute</td>
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<td>Professional Seminar &amp; Ethics I:</td>
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<td></td>
<td>Music Therapy</td>
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<td>PSY 839</td>
<td>Music Therapy Master's Paper I</td>
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<td>PSY 805</td>
<td>Music Therapy Field Placement I:</td>
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<td>Music Therapy Master's Paper II</td>
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**TOTAL MUSIC THERAPY CREDITS**

32

**TOTAL CREDITS**

60
WRITING AND POETICS

"Always treat language like a dangerous toy."
— Anselm Hollo, faculty

THE JACK KEROUAC SCHOOL OF
DISEMBODIED POETICS

WRITING AND POETICS

Naropa University's Department of Writing and Poetics aspires to the classical Greek academies, a "grove" of learning where elders and students meet to explore traditional and innovative technique and lore. This further conjugates the virtues 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 an 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, and again.

Writing and Poetics program students develop the confidence and skills necessary to undertake an active role in literary life, whether as 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 image and language that will enable them to "write their minds on a piece of paper" (Chogyam Trungpa, Rinpoche) 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 of original writing, been finalists for the Walt Whitman prize from the Academy of American Poets, received NEA awards in poetry, won awards in The Raymond Carver Contest, the Prism International Short Fiction Award, and the Story Magazine competition. Work from Naropa Writing and Poetics graduates has appeared in American Poetry Review, Exquisite Corpse Harpers, Bomb, AWP Newsletter, and in the anthologies, American Poets Say Good-bye To The Twentieth Century, Filipin' 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. Our graduates have entered careers in arts administration, publishing, television and screen writing, and have gone on to Ph.D. programs in various fields.

Curriculum

The 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 must all be involved in a writer's growth.

Summer Writing Program

During Naropa'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 cultural topics, compositional methods, and literary techniques. Weekly topics explored in recent years include Eco-poetics and Bioregionalism, Investigative Poetics, Contemporary Latin American writing, Gender and Feminism, and Writing and Performance.

M.F.A. INWRITING AND POETICS

The Academic Year

The M.F.A. in Writing and Poetics is a full-time, two-year graduate degree program. An undergraduate B.A. degree is a pre-requisite 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. This selection is required 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 but at least the minimum page requirement for one concentration or the other must be met.

Poetry

M.F.A. poetry workshops involve an intensive commitment to verse composition. Workshop writing may include Western and non-Western models of composition, e.g., the ballad, sonnet, ode, haiku, haibun, prose poem, as well as the many possibilities of free verse. Courses will include readings from contemporary and experimental, as well as traditional verse and discussion of modes of composition.

Prose

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

WRITING AND POETICS CURRICULUM

Writing Workshops:

These courses include Practice of Poetry, Practice of Fiction, and 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. A Writing and Poetic one-credit hour weekend course is referred to as “practicum.”

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

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

Elective Courses

Students have an ample choice of electives to fulfill their 6 credit hour Elective requirement. There are opportunities to pursue study in Anthropology, Religious Studies, Environmental Studies, Psychology, and Traditional Eastern Arts, as well as a wide range of offerings in contemporary and experimental 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 3 credit hours from the courses listed as fulfilling the Contemplative course requirement. There are a variety of courses available which satisfy this requirement, including T'ai-chi Ch'uan, sitting meditation, Alkido, 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 (WRI 880). Only one Extended Manuscript is permitted (see below).

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

Recent Summer Writing Program faculty have included:

Paula Gunn Allen
Will Alexander
Amiri Baraka
Charles Bernstein
Robin Blaser
Kamau Brathwaite
Lorna De Cervantes
Andrei Codrescu
Norma Cole
Clark Coolidge
Gid Corman
Robert Creeley
Victor Hernandez Cruz
Maxine Kumin
Beverly Dakan
Diane Di Prima
Rikki Ducornet
Rachel Blau DuPlessis
Chayon Eshelman
Bernward Emslie
Tahaia Field
Glória Freym
Kathleen Fraser
Lawrence Ferlinghetti
Barbara Guest
Lyn Hejinian
Jane Hurstfield
Susan Howe
Erica Hunt
Lisa Jarrott
Ken Keny
Joanne Kyger
Nathaniel Mackey
Michael McClure
Harryste Mullen
Alice Notley
Michael Ondaatje
Julie Patterson
Marjorie Perloff
Wang Ping
Jerome Rothenberg
Ed Sanders
Leslie Scalapino
Ron Silliman
Gary Snyder
Cecilia Vicuna
Alma Villanueva
Peter Warshaw
Peter Lamborn Wilson
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 Semester (WRI 881). A Writing and Poetics M.F.A. program student may enroll in one (1) Extended Manuscript semester only. If the Final Manuscript, including the Critical Thesis, is not completed within that semester, the student will not graduate from the program.

Registration for Extended Manuscript Semester is subject to advisor approval and requires an additional tuition and processing fee. For more information see the Special 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 IVW (Incomplete/Withdrawal) will be given only in the cases 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:

Summer Writing Program
(16 credit hours required)

WRI 651–654  Summer Writing Program I
WRI 751–754  Summer Writing Program II
WRI 522  Practice of Translation
WRI 810A  Practice of Poetry: Poetic Theater Lab
WRI 810B  Practice of Poetry: The Poem & the Journal
WRI 821A  Practice of Fiction: Narrative/Transition
WRI 821B  Practice of Fiction: Building Blocks
WRI 813A  Creative Reading & Writing: Sequences
WRI 813B  Creative Reading & Writing: Experimentation & Insurgent Voices
WRI 860A  Practice of Poetry: Composition & Critique
WRI 860B  Practice of Poetry: TBA
WRI 871A  Practice of Fiction: Bad Business: Mysteries
WRI 871B  Practice of Fiction: Character and

Monologue
WRI 663  Creative Reading & Writing:
Golden Bees And Turkish Beggars
(All above classes are each 3 credit hours)

Literature Courses (9 credits required)

WRI 520  Literature Seminar:
Ancient World Literature
WRI 523A  Literature Seminar: Classic Modernism
WRI 523B  Literature Seminar:
Twentieth Century European Poets
WRI 525  Trends in Contemporary Literature:
Introduction to Contemporary Criticism
WRI 530  Literature Seminar: The Feeling Tone
WRI 534  The Expository Essay
WRI 535  Trends in Contemporary Literature:
Introduction to Feminist Criticism
WRI 580  Eco-Lit
(All above classes are each 3 credit hours)

Electives (6 credit hours required)

WRI 526W  Poetry Practicum: Wide Awake
Writing Workshop (1 cr)
WRI 528W  A Writer's Practicum:
Designing A Writing Workshop (2 cr)
WRI 538W  Poetry Practicum: Not Just One Voice (1 cr)
WRI 537W  Prose Practicum: The House of Words:
Writing as

Contemplative Practice (1 cr)

WRI 581  Project Outreach (1-3 cr)
WRI 582  Letterpress Printing:
The Well-Dressed Word (3 cr)
WRI 583  Letterpress Printing: First Impressions (3 cr)

Contemplative Courses
(3 credit hours required)

WRI 880 Manuscript (6 cr)
WRI 881 Extended Manuscript (.5 cr)
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 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, Heiner 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. In recent years this archive has been augmented with a selection of video tapes.

112 Academic Programs: Writing And Poetics
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. 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 and is a 1990 recipient of a Colorado Council for the Arts Grant. 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 and sell for $10. Back issues are available through the Writing and Poetics Office for $5. Prospective students may want topurchase copies of Bombay Gin to preview 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 offered every semester. Andrew Schelling serves as faculty advisor.

STUDENTS FOR ETHNIC INCLUSION (S.E.I.)

Zora Neale Hurston Scholarship

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

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.

Events, Benefits, and Publications

Regularly scheduled Writing and Poetics activities include Student Arts Concerts, Readings by faculty and guest writers, and Students for Ethnic Inclusion benefits. Magazines and book series published by students and faculty include Bombay Gin, Exit Zero, the Summer Writing Program Journal, and Project Outreach and Eco-Lit Journals. Students are welcome to form their own formal or informal groups and organizations. Independent, small-run publishing projects are frequently initiated by students.
NAROPA OAKLAND
CREATION SPIRITUALITY

This program is offered at Naropa University's branch campus in Oakland, California. For information on Admission, Tuition, Financial Aid, Student Services, and Oakland Campus facilities, please refer to The Naropa University-Oakland Campus Catalog/Handbook, available from the Office of Admissions, Naropa Oakland Campus, (510) 835-4627.

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 times, 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's of Liberal Arts degree requires 32 credit hours of study in one of two tracks. One is a Nine Month Full-Time Program and the other is a Two Year Weekend Program, Weekend of the Spirit (WOT3), which allows students to complete the degree in two or more years of weekend courses. Students can begin their course of study in either the Fall or Spring semester. Extended part-time options are available in both programs.

9 MONTH FULL-TIME PROGRAM

Fall semester begins with a two-week intensive in Creation Spirituality and the New Cosmology followed by a wilderness experience in a bio-region of California. An Overview Course in Creation Spirituality, Cosmology and Core Readings continues this intensive study throughout the semester. In addition to required courses, students select Seminars, Art-as-Meditation and Art-of-Community Building courses of their choice. Seminars are classes that engage participants in provocative dialogue and intellectual discipline. Art-as-Meditation classes awaken creativity through art, movement, image and meditation practice. Art-of-Community Building courses engage students in the community and offer practical experiences and skills in community building. Public Events with scholars, artists, creative thinkers, and activists engage the learning community in a dialogue with participants from Oakland and the Bay Area.

REQUIREMENTS:

9 MONTH FULL-TIME DEGREE

Fall Semester 1999

1st Semester Full-Time

Required Courses: Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CSP 600</td>
<td>Creation Spirituality Intensive (2 weeks)</td>
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<tr>
<td>CSP 601</td>
<td>Creation Spirituality/Cosmology Overview</td>
<td>2</td>
</tr>
<tr>
<td>CSP 603</td>
<td>Core Readings &amp; Public Events</td>
<td>1</td>
</tr>
<tr>
<td>CSP 649</td>
<td>The Reinvention of Work I</td>
<td>1</td>
</tr>
<tr>
<td>CSP 700</td>
<td>Wilderness Experience</td>
<td>1</td>
</tr>
<tr>
<td>CSP 701</td>
<td>Process Group I</td>
<td>1</td>
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</table>

Elective Courses:

- 2 Seminar Courses (2 credits each) | 4 |
- 2 Art-as-Meditation Courses (1 credit each) | 2 |
- 1 Art of Community Building Course | 1 |

TOTAL | 16 |

Spring Semester 2000

2nd Semester Full-Time

Required Courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tr>
<td>CSP 603</td>
<td>Core Readings &amp; Public Events</td>
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<tr>
<td>CSP 606</td>
<td>Urban Spirituality</td>
<td>3</td>
</tr>
<tr>
<td>CSP 608</td>
<td>Master's Project/Thesis</td>
<td>3</td>
</tr>
<tr>
<td>CSP 650</td>
<td>The Reinvention of Work II</td>
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</tr>
<tr>
<td>CSP 702</td>
<td>Master's Project Process Group</td>
<td>1</td>
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</table>

Elective Courses:

- 1 Seminar Course | 3 |
- 3 Art-as-Meditation Courses (1 credit each) | 3 |
- 1 Art of Community Building Course | 1 |

TOTAL | 16 |
TOTAL CREDITS MLA PROGRAM | 32 |

Seminar Courses for 1999-2000:

Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>CSP 615</td>
<td>Creation Mystics: Howard Thurman &amp; Meister Eckhart</td>
</tr>
<tr>
<td>CSP 636-B</td>
<td>Ecospirituality: Earth Wisdom &amp; Wisdom Traditions</td>
</tr>
<tr>
<td>CSP 643</td>
<td>Psyche, Soul &amp; Spirit: Psychological Development &amp; Spiritual Growth</td>
</tr>
<tr>
<td>CSP 655</td>
<td>Deep Ecumenism: Judaism and Buddhism</td>
</tr>
<tr>
<td>CSP 766</td>
<td>Art and Social Change</td>
</tr>
</tbody>
</table>

Full-Time Faculty:
Charles Burack, Marlene DeNardo (co-chair), Matthew Fox (co-chair), Ana Perez-Chisti, Clare Roranz

Part-Time Faculty:
Dorsey Blake, Peter Breckenridge, Daniel Buford, Ken Butigan, Kaleo Ching, Adriana Diaz, Lawrence L. Edgars, Dale Ellis, Gina Hess Halpern, Jackie Hairton, Genny Lim, Joanna Mac, Michael Mansfield, Jill Martin, Betty McAffee, Judith McKinnon, Rolf Otterberg, Russell Paul D'Silva, Robert Rice, M.C. Richards, Jyotsna Sanyalgi, Bruce Silverman, Jeremy Taylor, Luisa Tesh, Gayle W. Winik, Michael Ziegler

Visiting Faculty:
David Abram, Carl Anthony, Angeles Arrien, Anita Barrows, Stuart Cowan, Clarissa Pinkola Estes, Anita Reddick, Robert Reeder, Beverly Rubik, Rupert Sheldrake, Brian Swimme, Hal Tausig

Admissions Coordinator:
Aileen Donovan
Spring Semester
CSP 616 Medieval Mystics: Hildegard and Rumi
CSP 639 Feminist Awakening & Women's Spirituality
CSP 644 Engaged Buddhism and Liberation Theology
CSP 652 Universal Themes in Myths & Dreams
CSP 704 Sustainable Communities

Art-as-Meditation Courses for 1999-2000:

Fall Semester
CSP 654 Dancing Our Wisdom
CSP 731 Native American Rituals
CSP 735 Journeying with the Chakras
CSP 738 Judy Chicago's “Dinner Party”
CSP 740 Introduction to Group Dreamwork
CSP 747 Art of Ancestral Drama
CSP 758 T’ai Chi Ch’uan and Art: The Tao of Creativity
CSP 771 Vipassana Meditation

Spring Semester
CSP 732 Native American Traditions
CSP 733 Clay, Color and Word
CSP 736 Shabda Yoga and Nutrition
CSP 742 Dreams and Archetypes of Authentic Gender
CSP 743 Creative Body, Creative Spirit
CSP 744 Painting as Creative Meditation
CSP 745 Dancing Sacred Texts
CSP 754 Drum Time, Dream Time, Drama Time
CSP 764 Ritual Theater/Creative Writing
CSP 769 Creating Rituals from the Jewish Tradition
CSP 772 Spirituality, Folklore & Theater

Art of Community Building Courses for 1999-2000:

Fall Semester
CSP 653 Compassion Practicum
CSP 703 Creating Techno-Rituals and Cosmic Masses
CSP 708 Photography & Social Change

Spring Semester
CSP 653 Compassion Practicum
CSP 703 Creating Techno-Rituals and Cosmic Masses
CSP 706 Spirituality & Homelessness
CSP 770 Voluntary Simplicity and Societal Transformation

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 in 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 4-5 page follow-up paper. Core required courses in Creation Spirituality and Cosmology are offered each semester, along with courses in mysticism, reinventing work, urban spirituality and other areas related to Creation Spirituality. In addition, weekend courses may explore such topics as ritual, sacred dance, ecstaticism, 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.

Requirements: Weekend of the Spirit (WOTS)

2 Year Program

As in the 9 month Master's Program, over the course of one's period of study, the following are required:

7 credits Creation Spirituality/Cosmology/ Core Readings
2 credits Reinvention of Work
3 credits Urban Spirituality
3 credits Master's Project/Thesis
7 credits Seminars
5 credits Art as Meditation
2 credits Art of Community Building
3 credits Independent Study (or additional electives)
32 CREDITS TOTAL

WOTS courses for 1999-2000:

CSP 604 Overview in Creation Spirituality I
CSP 605 Overview in Creation Spirituality II
CSP 618 The Mysticism of Meister Eckhart
CSP 621 Roots of Ritual: Techno-Cosmic Rituals
CSP 623 New Patterns in Spirituality: A Feminist Perspective
CSP 626 Creation Mystics: Hildegard of Bingen
CSP 633-8 Historical Jesus and Cosmic Wisdom
CSP 638 The New Science and Cosmology
CSP 648 Integrative Seminar
CSP 650 The Reinvention of Work II
CSP 653 Compassion Practicum
CSP 656 Urban Spirituality: Goddess in the City
CSP 661 Buddhist & Christian Perspectives
CSP 663 Ecopsychology and Sustainability
CSP 664 Personality, Spirituality, and Work: A Jungian Perspective

Each weekend course includes an art-as-meditation component, such as the following: Native American Traditions; Creative Body, Creative Spirit, Ritual Theater/Creative Writing; Earth & Spirit: Engaging with the More-than-Human World; Vipassana Meditation; Dances of Universal Peace; and Meditations on Gathering and Parting.
Creation Spirituality (CSP)

Unless otherwise indicated, courses in this discipline are offered at the Oakland, CA campus.

CSP 600
Creation Spirituality Intensive - 3cr
A two-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 Ecosioc 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 expected to attend public events and rituals that bring in people 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 enables a 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 will deepen our understanding of the mystical and prophetic dimensions of spirituality. Required for WOTS Students.

CSP 606
Urban Spirituality - 2-3cr
This team-taught Spring semester course will explore how a new cosmology, an ecological consciousness, and a creation-centered 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 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/Thesis - 3cr
The purpose of the Master's Project is to integrate the student's educational experience and contribute to fashioning a more ecologically sensitive and spiritually grounded society. The Master's Project can 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 Master's Project can also be a combination of two or 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 of spiritual experiences and political consciousness in the global state will explain how one can translate beliefs into action, and combine profits with principles. (This course corresponds to CSP 649 “Spirituality and Work” in the nine month program. See “Comparison of the Degree Requirements and Credit Hours of the 9 Month Program and the WOTS Program.”)
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 agents; racism and sexism in the artistic 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 - 2-3cr
This course will focus on contemporary black leadership and their role 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 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. (This course corresponds to CSP 707 “Building Community Through Celebration: Youth and Creation Spirituality” in the nine-month program. See “Comparison of the Degree Requirements and Credit Hours of the 9 Month Program and the WOTS Program.”)

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 eldership, 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 divinity 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 and more sustainable future for ourselves and the planet. (This course corresponds to CSP616 “Ecospirituality: Perspectives from Ecofeminism and Ecopsychology” in the nine month program. See “Comparison of the Degree Requirements and Credit Hours of the 9 Month Program and the WOTS Program.”)

CSP 615
Creation Mystics - 1-3cr
An exploration of three major mystics representative of the Creation tradition such as Hildegard of Bingen, Howard Thurman, Rumi and Eckhart. 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 - 2-3cr
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, Hildegard of Bingen and Julian of Norwich. 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. We will work exclusively with primary texts of Aquinas’ writings and share creative responses 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. We will read his texts and hear about his strong beliefs on justice-making and reaching out to the common person. We will see how this can be put into practice in today’s spiritual journey. (Required for WOTS students)

CSP 619
20th Century Mystics - 2-3 cr
Within the unique expressions of Thich Nhat Hanh, Dorothy Day, Hazret Inayat Khan, Alice Walker and Teshard de Chardin, we find a similar spiritual theology which deals with the human and cosmological world of interconnectedness born of spirit. We will look for integrative themes of social justice and responsible awareness that 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 theologico/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. (WOTS Program)

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 its ancient roots through contemporary cosmic rituals, we will deepen our understanding of ritual as a vehicle for personal, communal and cultural transformation. (WOTS Program)
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 new technics based on wisdom and ecological sustainability?

CSP 623
New Patterns in Spirituality: A Feminist Perspective - 1-3cr
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 - 2-3cr
This course will explore writings on prayer from great Eastern and Western mystics of the past 1600 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 art.

CSP 625A
Mystical Poets and Creation Spirituality - 1-3cr
This course will study a selection of the world's great mystical poets, such as Rumi, Kabbal, Mechtitzie, 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 625B
Mystical Poets and Creation Spirituality - 1-3cr
This course will study contemporary mystical poets such as Denise Levertov, Mary Oliver, Marge Piercy, Susan Griffin, Federico Garcia Lorca, Theodore Roethke, and Wendell Berry for how they reveal themes of Creation Spirituality.

CSP 626
Creation Mystics: Hildegard of Bingen - 1cr
The work of Hildegard of Bingen, twelfth-century creation mystic, poet, composer, scientist and artist, poses questions for our moment of history as well as her own. We will consider how her writings offer insights for deepening our spiritual and ecological consciousness today. (WOTS Program)

CSP 627
Creation Spirituality and the Black Experience - 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 - 1-2cr
This course will examine 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 - 1-3cr
We will 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 - 1-3cr
The course will illumine 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 Spirituallities - 2-3cr
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 the 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 - 2-3cr
We will explore the spiritual traditions of Christianity, Judaism, Islam, Hinduism, Buddhism, Taoism, and Indigenous Religions. 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 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.

CSP 633A
Sophia, the Biblical Goddess of Creation and Culture - 1-3cr
This is 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 633B Historical Jesus and Cosmic Wisdom - 1cr. Recent study of the historical Jesus situates him within the first century Wisdom movements. We will consider the historical Jesus in relation to Sophia, biblical figure of Wisdom in the Hebrew and Christian scriptures. (WOTS Program)

CSP 634
The Historical Jesus as Ecological Sage - 1-3cr
Over the last twenty years a 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 Schussler Fiorenza, and Robert Funk provide the basis for this exploration.

CSP 635
Prophets - Yesterday and Today - 2-3cr
Prophets from the Judeo-Christian tradition, and other religious traditions and contemporary prophetic voices will be considered. Participants will examine the need for prophecy as well as explore the prophetic voices in their own lives and in contemporary Western civilization.

CSP 636A
Ecopsychology: Perspectives From Ecofeminism and Ecopsychology - 2-3cr
In this course 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 the more-than-human world.

CSP 636B
Ecopsychology: Earth Wisdom and Wisdom Traditions - 2-3cr
This course explores how the crisis of the earth will transform our faith traditions. We will draw on the interwoven strands of Earth Wisdom traditions and contemporary manifestation in Ecopsychology. Ecofeminism and Deep Ecology. Our purpose is to develop a 'sense of place' and connection with all beings that fosters the self-healing powers in the web of life.

CSP 637
A Cosmological Perspective on Sustainable Communities - 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 "Ecozoic Era." (This course corresponds to CSP 704 "Sustainable Communities" in the nine month program. See "Comparison of the Degree Requirements and Credit Hours of the 9 Month Program and the WOTS Program.")

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. (Required for WOTS students)

CSP 639
Feminist Awakening & Women's Spirituality - 2-3cr
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 their experience of themselves as divine.

CSP 640
Jung and Myth - 2-3cr
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, ego and self. Also covered are the processes of individualization as well as Jungian approaches to dreams, symbols and myths.

CSP 641
A Post-Modern View of Consciousness - 2-3cr
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 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 642
Cosmology and The New Science - 1-3cr
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 - 2-3cr
This course explores 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 - 1-3cr
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 interconnectedness 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, Karma, Rebirth, Conditioned Genesis (Paticcasamuppada), the doctrine of No-soul (Anattala), the theories of Mindfulness (Satipatthana). We will also examine 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 master Sufis such as Mansur Al-Hallaj (10th century), Farid ud-Din Attar (12th century), Jalaluddin Rumi (13th century) and Omar Khayyum (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 Sufi: the empowerment of the heart. These contributions became a profound legacy in the Sufi's 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," trying to develop a critical consciousness and to influence the media to reinvent itself by moving from the cynical to the spiritual.

**CSP 648**  
Integrative Seminar - 1-2cr  
This course is designed to offer integrative processes in the Master's program. It includes the opportunity for WOTS students to present their work-in-progress in a particular area of interest related to their Master's study. Creative presentation, dialogue, and response from students and faculty are part of this weekend course (WOTS Program)

**CSP 649**  
The Reinvention of Work I - 1cr  
This course will focus on ways we can re-invent organizations and ourselves. We will examine the spiritual, social and ethical implications of this re-invention, and the consequences it could have for 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 take a creation-centered approach to work. We will consider how work can be a source of suffering, joy and wonder. We will focus on how to tap our creativity and compassion to transform ourselves, our communities and our planet. Visualizations and meditations will help clarify our personal work visions. (Required for WOTS students)

**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. (This course corresponds to CSP 643 "Psyche, Soul and Spirit: Psychological Development and Spiritual Growth" in the nine month program. See "Comparison of the Degree Requirements and Credit Hours of the 9 Month Program and the WOTS Program."

**CSP 652**  
Universal Themes in Myths and Dreams: A New Look at Jung and Sacred Narrative - 1-3cr  
This course will explore myths, dreams and sacred narratives as they relate to the creation of meaning 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 become involved in learning sites beyond the campus and in their own communities, where they will 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. We rediscover the body as the language of the soul.

**CSP 655**  
Jewish Mysticism - 1cr  
This course will explore the basic ideas and practices of the major Jewish mystics - the Kabbalists. We will examine their experiences of God, their mapping of God's creative powers onto human beings, their understanding of the mystical and magical nature of scripture, and their spiritual practices: prayers, blessings, rituals, contemplative techniques.
CSP 656
Urban Spirituality: The Goddess in the City - 1cr
This course will assist us in rediscovering the sacred in an urban context. We will consider the ways Spirit is moving in the midst of urban reality. Drawing on the wisdom of the four paths of creation spirituality, we will explore the experience of beauty, pain, strength, creativity and justice in a city environment. (Required for WOTS students)

CSP 657
Passages: Rites for Men & Women - 1cr
This course will consider the core elements of rites of passage in an individual's life, recognizing the unique ways in which women and men experience such rites of passage. We will explore the importance of facilitating with reverence the changes that occur in a woman's/man's life. We will also examine the significance of rituals and community at such times of passage. (WOTS Program)

CSP 660
Merton as Mystic and Prophet - 1cr
In this course we will explore major insights of Thomas Merton, twentieth-century mystic/monk/prophet, who has been called "A Symbol of the Century." We will consider both his invitation to deepen our own contemplative experience and the challenge of his social critique of our times. (WOTS Program)

CSP 661
Buddhist and Christian Perspectives on Social Change - 1cr
Many different Buddhist and Christian base communities around the world are participating in major alternative models of social service and community involvement. This course explores commitment to compassion and social transformation from the perspectives of engaged Buddhism and liberation theology. (WOTS Program)

CSP 662
Deep Ecumenism: Cosmic Christ & Buddha Nature - 2-3cr
While Jesus and Buddha were both historical figures, the presence of each in the world unleashed powerful archetypes of wisdom and compassion that we know as the Cosmic Christ and the Buddha Nature respectively. We will explore the heart of wisdom in these two great mystical archetypes in order to activate respect, love and a sense of community and service.

CSP 663
Ecopsychology and Sustainability - 1cr
This course explores relationships of ecopsychology, sustainability, and engagement with the natural world. It will raise our "eco-literacy" in order to promote sustainable and mutually enhancing relationships with and among humans and the more-than-human world. (WOTS Program)

CSP 664
Personality, Spirituality & Work: A Jungian Perspective - 1cr
This course will engage students in exploring dimensions of Jungian personality type (typeology) for deeper self-knowledge, understanding of spirituality, and insight into one's path of work in the world. (WOTS Program)

CSP 665
Deep Ecumenism: Judaism and Buddhism - 2-3cr
This course explores Jewish and Buddhist approaches to mysticism. We will compare their understandings of humanity and divinity, their meditative techniques, their ecological orientations, and their approaches to social transformation.

CSP 667
The Sacred Eroticism of D. H. Lawrence - 2-3cr
This course examines Lawrence's exploration of the numinous and revitalizing power of sexuality. Lawrence celebrated the sacred, eroticism of Tantra, Kabbalah, and the ancient goddess religions. We will discuss the human and cosmic significance of sexuality.

CSP 668
The Sacred in Modern Literature - 2-3cr
This course will explore how soul, divinity, and spiritual experience have been understood by some of the greatest writers of the twentieth century. We will examine powerful works by W. B. Yeats, James Joyce, Virginia Woolf, D. H. Lawrence and Doris Lessing.

CSP 669
The Soul of American Literature - 2-3cr
This course will explore how soul, divinity, and spiritual experience have been understood by some of America's greatest writers. We will examine evocative works by Ralph Waldo Emerson, Henry David Thoreau, Walt Whitman, Leslie Marmon Silko, and Toni Morrison.

CSP 699
Independent Study - 1-3cr
With permission, a student may undertake a supervised study of a particular aspect of Creation-Centered Spirituality, Cosmology, the Mystics 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 poems and ritual will be an integral part of this experience.

CSP 701
Process Group I - 1cr
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.
CSP 702
Master's Project/Thesis Process Group II - 1cr
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. In the second semester, this course offers time to explore the creative process of developing a Master's project/thesis. Students have the opportunity to sharpen their writing skills, to learn good techniques for research and to give and receive peer support and critique.

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

CSP 704
Sustainable Communities - 1-3cr
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, 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 anawim as spiritual guides for our time,” a central tenet of Creation Spirituality. Participants, advocates who have experienced homelessness, and community colleagues in the field will co-create the course. This course includes class forum times and off-site practicums.

CSP 707
Building Community Through Celebration: Youth and Creation Spirituality - 1cr
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 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 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, half-way houses, child care centers and public schools.

CSP 730
Into the Dragon Gates: Tai-chi Ch’uan and Mask Making - 1cr
The journey begins with Tai-chi Ch’uan and guided meditation for deep inner awareness and understanding. Instinctive energy and awareness will then be awakened through journaling, drawing and painting. It will allow the creative Chi to be unleashed and the spirit to be transformed 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. In this course we will re-experience the power of these ancient 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” practice and value systems. Social systems and historical perspectives will be utilized to understand the development of Native American traditions and spirituality.

CSP 733
Clay, Color and Word - 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 contain a strong healing potential. This course will explore the role of art and its relationship to the healing process. We will be in touch with the life-affirming and
empowering forces of creativity and personal expression. Making art will be an opportunity for celebration, transformation and personal healing.

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 on a deeper level the Divine Presence within ourselves and in nature beyond ourselves.

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 mists as healing properties. The musical discipline will be based on the music of Hildegard of Bingen, Celtic music, and the simple and spiritually moving bhajans of Indian Devotional 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**
In this course we will explore the dynamic relationship between movement and stillness. We will move through active, often playful, experiences of letting-go as well as through quiet experience 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**
This course examines 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 resolving our many social problems.

CSP 743
**Creative Body, Creative Spirit - 1cr**
Tai-chi Ch’uan 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, as well as 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 each 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. We will 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. We will emphasize the role of women and the variations of these rituals performed in modern times.

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 facilitat-
ing 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 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 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. We will view, study and critique selected powerful films within the theological framework of Creation Spirituality. We will 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 an intimidating technology. The course will use the 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
T'ai-chi Ch'uan and Art: The Tao of Creativity - 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 a 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.
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 cosmologi-
cal expression. Students will listen to rap music, learn
the basic techniques, and explore lyric-writing and rapp-
ing 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 compo-
nents of transformational theater, humor, pathos,
creative movements and music, we will com- municate
particular stories as an expression of the principles of
Creation Spirituality.

CSP 764
Ritual Theater and Creative Writing - 1cr
In this course we will find our deepest images and
truest selves 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
This is a hands on art as meditation class using a vari-
ety 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 encour-
gaged to talk about the work created in class.

CSP 766
Art and Social Change - 1-3cr
We will examine the role of art and the artist in soci-
ety with special emphasis on social change. Readings
from the required book 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 commu-
nity rituals of India. The aim will be to help participants
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 images of
people of color, their cultures and their 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 com-
munity rituals in the spirit of the Jewish tradition
embodied in the contemporary Jewish Renewal
Movement.

CSP 770
Voluntary Simplicity and Societal Transformation - 1cr
In this class, we will explore the personal and the soci-
etial dimensions of the transformation to an
ecologically, socially, and spiritually sustainable culture.
Our starting point will be the voluntary simplicity
movement and its powerful tool for simplifying our
entanglements with time, money, and career. This
gradual reduction in clutter allows us to be fully pre-
sent for love, community, and the work of social and
ecological restoration. There will be a series of assign-
ments which ground this transformational work in
each participant's own life.

CSP 771
Vipassana Meditation - 1cr
We will study how the mindstream can be continually
purified and kept stable by the unflinching practice of
mindful observation. The meditative practice that
arises from the concentrations on breath, mindfulness
and walking will provide a fundamental hygiene of
spirit and lessen stress.

CSP 773
Meditations on Gathering and Parting - 1cr
This course uses improvisational movement, circle
dances, writing and drawing to help students at the
beginning of the semester come together as a learn-
ing community with new people and new stories. At
the end of the semester, the course uses these expres-
sive media to celebrate students' passages and to
process the many feelings that accompany parting.
(WOTS Program)
OAKLAND FACULTY

OAKLAND CORE FACULTY

Stuart Cowan
Creation Spirituality

B.A., Simon Fraser University
Ph.D., University of California Berkeley


Marlene M. DeNardo
Creation Spirituality

B.A., California State University,
Teaching Credential, College of Notre Dame,
M.A., Holy Names College

Marlene DeNardo has done advanced graduate study at 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. She has designed adult education courses in spirituality, justice, women's studies and ecology and has fifteen years education work in Latin America, Africa and other cultures

Matthew Fox
Creation Spirituality

M.A., Aquinas Institute of Theology,
Ph.D., Institute Catholique de Paris,
Post Doctoral Studies, University of Munster

Matthew Fox has over twenty years of teaching and lecturing experience. He is the author of over 20 major best selling books which have been translated into Dutch, German, Korean, Swedish, Portuguese and French including: The Reinvintion of Work and Original Blessing. Matthew contributes 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. He is an ordained Episcopal priest.

Ana Perez-Chisti
Creation Spirituality

B.A., Mills College,
M.A., Holy Names College,
Ph.D., California Institute of Integral Studies

Ana Perez-Chisti is a Sufi Movement International lineage holder and interfaith minister, as well as a writer, lecturer and practicing psychologist. Trained as a dancer, yogini, and martial artist she holds the degree of black belt in Karate. Director of an inter-religious school for scriptural studies in world religions for 20 years, she has held directorial posts in government Food Dispersal Programs, and Prison Library Projects. Extensive travel around the U.S. and Europe teaching seminars in Sufism, Christian Mysticism and Buddhism. Ana is also an adjunct faculty member at the California Institute of Integral Studies.

Clare S. Ronzani
Creation Spirituality

B.A., College of Notre Dame,
M.A., Graduate Theological Union

Clare Ronzani co-director/faculty at the Institute for Spirituality and Worship, Graduate Theological Union, Jesuit School of Theology, 1984-97. She served as associate Director, San Francisco Network Ministries, San Francisco, CA, 1980-83. Her areas of specialization and teaching experience include: Integration of spirituality with psychology, the arts and social transformation process, Jungian personality theory, Liberation spirituality, Adult learning methodology, Process education. Nonviolent social change, Women's Studies. She was the Study Group Coordinator for, "The Bible and the Streets," at Tendenholm Reflection and Education Center, and has done workshops nationally and internationally.

OAKLAND ADJUNCT FACULTY

David Abram

B.A., Wesleyan University,
Ph.D., State University of New York, Stony Brookes

David Abram is the author of a major eco-philosophical book entitled, The Spell of the Sensuous: Perception and Language in a More-than-Human World which received the 1996 Lannan Literary Award. He is also the recipient of scholarly fellowships from the Rockefeller and Watson Foundations and has worked with indigenous healers and elders in Nepal, Indonesia and the Americas. Urate Reader named him as one of the 100 leading visionaries currently transforming the world.
Dorsey O. Blake
A.B., Brown University,
M.A., Pacific School of Religion and the Center for Urban-Black Studies,
M.Div., Pacific School of Religion, D.Min., United Theological Seminary

Dorsey Blake serves as Pastor, Church for the Fellowship of All Peoples, San Francisco, CA. He was Director at the Center For Urban Black Studies, Graduate Theological Union, Berkeley, 1977-95, and adjunct faculty, California Institute of Integral Studies, 1996. Dorsey also served as co-director, United Campus Ministry, Ohio State University, 1980-87 and was the first full-time Black male professor at the University of Alabama 1972-77. His extensive field ministry experience and work includes with Interfaith groups on justice and peace issues. He is a personal student of the great Black theologian and mystic Howard Thurman.

Peter Brokenleg
Liberal Arts course work, Augustana College,
B.A., B.S., Basyr University

Traditionally educated Sicangu Lakota (Rosebud Sioux) Native American, Peter Brokenleg is a traditional dancer and singer. He has extensive counseling and teaching experience with Native American social service and educational organizations, as well as extensive healthcare experience from 1984-1996. He is a fluent speaker of the Lakota language.

Rev. Daniel Buford
Adult Education Credential, Communication & Arts and Crafts, State of California

Rev. Daniel Buford has three years of graduate study in African American History and Linguistics, Xavier University, Union For Experimenting Colleges and Universities Graduate Program, Cincinnati, Ohio and is ordained as a Minister, Temple Bible College / Trinity Missionary Baptist Church, Trinity Missionary Baptist Church. With over twenty years of experience as a minister, Rev. Buford also has over fifteen years experience as a teacher. A professional exhibiting artist, his show titles include: "Seizing the Power of Creative Experience", a one man show of sculpture, drawings and paintings, at San Francisco State University, 1995 and "Led by the Spirit," a juried group show of sculpture, drawings, paintings, at Many Hands, Many Lands Gallery, Oakland, 1994. He was an art and multi-cultural studies instructor at San Bruno County Jail, California and the Milpitas School District Adult Education, 1990-95; executive Director, Northern California Chapter of Clergy and Laity Concerned - Ecumenical Peace Institute, Berkeley, CA, 1985-90. He was a visiting Lecturer, Afro-American Studies Dept., University of Cincinnati, Cincinnati, Ohio, 1982-83 and served as faculty member, Sociology & African-American Studies, Xavier University, Union For Experimenting Colleges and Universities, 1983-84 and as a visiting Lecturer, Adult Education Project, New College of California, San Francisco, 1983.

Ken Butigan
B.A., University of San Diego, History,
B.A., University of San Diego, English, with a year of study at Oxford University,
M.A., Jesuit School of Theology, Graduate Theological Union, Berkeley, CA,
Ph.D candidate, Graduate Theological Union, Berkeley

Ken Butigan is an adjunct professor at the Franciscan School of Theology, Graduate Theological Union, Berkeley, CA where he teaches courses on spirituality and active nonviolence. He is finishing his Ph.D. in the history and culture of religions at GTU. He is also the director of From Violence to Wholeness, a project of the Peace & Rere Franciscan Nonviolence Center. Ken is also an activist with a strong practice of and emphasis on justice-making, social transformation, and liberation theology in his work. In 1984, he co-edited, Cry of the Environment: Rebuilding the Christian Creation Tradition.

C.Y. Kaleonaha Cing
B.F.A., University of Hawaii,
M.A., University of New Mexico

C.Y. Kaleonaha Cing received his Lithography Printer Certificate from the Tamarind Institute in Albuquerque, New Mexico, and his German Language Proficiency Diploma, Defense Language Institute, Monterey, CA, 1969. He is a professional, exhibiting artist with work showing at major sites in the country such as the LBJ Space Center in Houston, Texas, Tamarind Institute in New Mexico, Robinson/Gilbert Gallery in Kansas City and the WK Kellogg Foundation in Battle Creek, Michigan. He is also recipient of numerous awards for artistic accomplishment including: the Guardian Outstanding Local Discovery Award, San Francisco, 1991 and First Prize, University of Houston Lawdall East End Show, 1988. Kaleon has held the position of Artist in Residence at the San Francisco County Jail and has been a guest artist and speaker at many universities. He has taught mask-making in numerous schools and colleges integrating Tai-chi Ch'uan and Meditation into the Art programs.

Adriana Diaz
B.A., Calif. State Elementary Teaching Credential, Calif. State Univ. Hayward,
M.A., Holy Names College

Adriana Diaz studied psychology at the C.G. Jung Institute in Zurich, Switzerland 1972-73. Lecturer, writer and workshop facilitator at colleges and rehabilitation centers on art, healing and personal development. Professional exhibiting artist with works being shown in California, New Zealand, and New Mexico at prominent schools and galleries. Contributions articles to many magazines and sits on the advisory boards of many socially involved organizations. Author of the book Freeing the Creative Spirit.
Lawrence L. Edwards
A.B. Occidental College, Chemistry
Ph.D., Harvard University, Chemical Physics,
Post-Doctoral Fellow, Harvard University
Lawrence Edwards is the Director of Earth Literacy
Academic Program at Genesis Farm Earth Literacy
Center. He also teaches in the department of
Philosophy, Cosmology and Consciousness at the
California Institute of Integral Studies. He has worked
with the National Science Foundation in several
research and management positions for nearly 20
years and has taught chemistry at American University
in Beirut, Lebanon and at California State University at
Northridge. He is the author of many scientific articles
as well as a contributor to Arab Resources:
Transformation of a Society.

Dale E. Ellis
B.A., Pomona College,
M.A., University of North Carolina, Chapel Hill,
Ph.D., North Carolina State University
Dale Ellis’ areas of specialization include: ecopsychology,
clinical child psychology, geriatric psychology,
developmental disabilities, mood disorders. Licensed
psychologist (Calif. Lic. No. PSY 8720). He has
twenty-years of experience in clinical psychology.
Director of the Center for Eco-Psychology which runs
wilderness retreats.

Mary Ford-Grabowsky
B.A., Regis College,
M.Div., Ph.D., Princeton Theological Seminary,
Postdoctoral Studies, Friedrich Wilhelm Universität,
Bonn, Germany
Mary Ford-Grabowsky has over 10 years of college
level teaching experience. She is the editor of books
including: Prayers For All People and Sacred Poems
And Prayers of Love. She also conducts scholarly
research in French, German, Spanish and Italian.

Gina Rose Halpern
B.F.A., Rhode Island School of Design,
Graduate Study, Art, Cranbrook Academy of Art,
M.A., Holy Names College
Gina Rose Halpern has over ten years of experience
creating and implementing programs for art and healing
at health care facilities and educational
institutions. She served as art faculty in Ceramics &
Sculpture, Buckingham, Browne & Nichols School,
Cambridge, MA, 1983-94. She is the author and illus-
trator of a bilingual children’s book entitled, Where Is
Tibet? Illustrator of The Meaning of Life from a
Buddhist Perspective written by H.H. the XIVth Dalai
Lama of Tibet and the recipient of numerous awards
including: Earth Watch Artist Fellowship for work in
Nepal and a Culppeper Foundation Grant.

Geneieve Lim
B.A., M.A., San Francisco State University
Geneieve Lim is the recipient of many awards for her
creative written collaboration in theatre performance
since 1986 including John D. Rockefeller Foundation
Award 1997; Distinguished Award for Culture, The San
Francisco Culture Center Foundation, 1996. She has
twenty years experience as a poet, instructor, lecturer
and artist in residence. She also works as a copy editor,
scriptwriter, project investigator and freelance reporter.

Joanna Macy Lyce
Francais de New York,
B.A. Biblical History, Wellesley College, Inst. De
Sciences Politiques, University of Bordeaux,
Ph.D., Religion, Syracuse University
Joanna Macy Lyce has developed an international follow-
ning as a speaker and workshop leader on Buddhist
philosophy, systems theory, and deep ecology. She has
held positions with the U.S. Department of State and the
National Urban League. Over the past 35 years,
her work has been for the healing of our world with
an emphasis on empowerment for social change and
deep ecology. She is the author of numerous articles
and seven books, including Coming Back to Life:
Practices to reconnect Our Lives, Our World (with
Molly Young Brown), World as Lover, World as Self
and Despair and Personal Power in the Nuclear Age.

Michael Mansfield
B.A., St. Louis University,
M.Div., Graduate Theological Union,
Post-graduate Diploma, Theatre Arts,
Arts Educational Schools, London,
D. of Ministry candidate,
University of Creation Spirituality
Michael Mansfield has 18 years of experience as a
youth educator, liturgical ritual director and dance
teacher. Served as a chaplain for 8 years. He has led
the Learning Through Education and the Arts Program
(LEAP) in the Bay Area and has six years of teaching
experience as a faculty member at the Graduate
Theological Union, Berkeley. He spent two years as a
faculty member and campus minister at Holy Names
College, Oakland. Michael also facilitates programs
with inner city youth bringing ritual and interfaith
awareness into liturgical expression.

Jill Martin
B.A., California State University, Fullerton,
M.A., Holy Names College
Jill Martin has extensive media production experience,
as well as experience working with diverse communi-
ties and organizations. She has produced and directed
ten major techno rituals (for 400 or more people) over
the past two years.
Ana Matt  
B.A., Psychology, California State University  
Ana Matt study has included: on-site study in Judaism, Buddhism, Hinduism, Islam & Christianity, in view of doctoral work, as well as undergraduate and graduate teaching experience at Graduate Theological Union Berkeley, University of California at Santa Cruz, Holy Names College, Oakland. One year of research and coursework in Christianity, Judaism and Islam at Hebrew University, Jerusalem, 1990-91; Bible and Intensive Modern Hebrew at University of California Berkeley; Masters-level courses in Bible, Christianity and Judaism at Graduate Theological Union 1984-87. Coursework in Bible and Judaism and Intensive Hebrew, Hebrew University, Jerusalem 1983-84. M.A. coursework in Christianity, Judaism and Hebrew, Graduate Theological Union, 1981-83. Two years of text study of Buddhism in Sri Lanka. 1979-81. Two years of text study of Hinduism in India. 1977-79. Two years of study of Islam, The Center For Islamic Studies, Hawaii 1974-76.

Betty McAfee  
B.A., Wilson College. Elementary Teaching Credential, California State University, Hayward,  
M.A., Holy Names College  
Betty McAfee is adjunct faculty at Starr King School for the Ministry, Graduate Theological Union, Berkeley. She has twenty years experience as an elementary school teacher. Her professional, exhibiting photographer and film-maker titles include: "Waking Up: One Woman's Lifestory" multimedia presentation, 1994-present and "What's the Cost of Your Blouse?" She was the video production and recipient of the 1992 National Educational Media Bronze Apple Award.

Judith McKinnon  
Certified Massage Therapist,  
Gamma School of Massage  
Judith McKinnon studied for five years at the Tibetan Buddhist Center Nyingma Institute, 1973-78, as well as fifteen years of on-going study of yoga therapy, SYDA Foundation Yoga Training, SYDA Ashram, South Fallsberg, New York, 1973-98. Her other studies have included: fifteen years of on-going study of Somatic Therapy with Stanley Keleman, D.C., Center For Energetic Studies, California, 1975-90; study of meditation and ayurveda in Ganeshpuri, India, 1987; personal study of bioenergetic therapy with Earl Kramer, M.D., California, 1971-81; personal study of family therapy with internationally known teachers Carol Gammer Ph.D. and Marty Kirshenbaum Ph.D., 1973-75. She is a world renowned educator in the field of bodywork, massage and somatics, she is the founder and director of a successful private post-secondary vocational school of massage and bodywork, training thousands of students from around the world with graduate credit for this work has been granted by schools of psychology and theology. Judith pioneered the creative use of touch in working with addictive disorders, major traumas, family therapy and spiritual counseling. She is a California gubernatorial appointee to the Physical Therapy Examining Committee (branch of the California Medical Board). She also initiated and developed a committee that formed the Somatic Division within the Association for Humanistic Psychology and conceived, organized and developed the first National Bodywork Conference, 1985.

Rolf Osterberg  
J.D., University of Stockholm  
An executive and management consultant, Rolf Osterberg is an author and lecturer, and has worked developing innovative management philosophy and practices. He is the former CEO of Scandinavia's largest film company Svensk Filmindustri, and former president of the Swedish Newspapers Association. Rolf has served on the Board of 20 companies in the field of mass media, manufacturing, real estate, and hotels. He is the 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)  
Paula Palmer spent 20 years in Central America working with a variety of community organizations to develop culturally appropriate strategies for sustainable development. In collaboration with indigenous and Afro-Caribbean communities she has published five books of "people's history." She works at the Global Response.

Russell Paul D'Silvia  
College of Technology and Engineering, Madras, India  
Russell Paul D'Silvia spent five years of intensive study of philosophy, spirituality, mysticism, monasticism, comparative religion, Sanskrit and Indian Classical music at the Benedictine Monastery and Christian Ashram of the highly regarded monk Dom Bede Griffiths. He has a deep knowledge of Indian culture, music and religion and has extensive international workshop and teaching experience. He is an on-going practitioner of Shabd Yoga (the yoga of sound and music).

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  
M.C. Richards is the author of numerous books of poetry, philosophy and art, his titles include: Centering In Pottery, Poetry and the Person and Opening Our Mental Eye. She has fifty-five years of college level teaching experience and is the translator of Antonin Artaud's famous work, The Theater and Its Double, (French to English).
Jyotsna Sanzgiri
Bachelor of Commerce and Economics, Bombay University,
M.B.A., Tulane University,
Ph.D., University of Pittsburgh
Jyotsna Sanzgiri has been the Dean, Organizational Programs at the California School of Professional Psychology, Alameda since 1993. She is also Professor of Organizational Psychology, California School of Professional Psychology. She served as Academic Vice President and Professor of Business Administration, Armstrong University Berkeley, California from 1985-88. Jyotsna is author or co-author of over 15 scholarly articles published in academic journals.

Bruce Silverman
B.A., Washington University,
M.A., John F. Kennedy University
Bruce Silverman has been practicing Afro-Cuban/Haitian, Brazilian, drumming study with Marcus Gordon from 1986-87, North Indian Classical music/drumming, Ali Akbar Khan School of Music, Marin County CA, 1984. He is a performer with Bataucie, Brazilian Folkloric Ensemble and co-founder and director of the Performance Troupe Sons and Daughters of Orpheus.

Brian Swimme
B.S., Santa Clara University,
M.S., Ph.D., University of Oregon
Brian Swimme is Professor of Cosmology at California Institute of Integral Studies, San Francisco. He served as Professor, Institute of Culture and Creation Spirituality, Holy Names College from 1983-89, Assistant Professor, University of Puget Sound, 1978-81. He is the co-author (with Thomas Berry) of The Universe Story, a fundamental text in the New Cosmology and is the author of three other books. An internationally renowned lecturer, he speaks at major universities, conferences and academic societies.

Jeremy Taylor
B.A., M.A., S.U.N.Y. at Buffalo
Jeremy Taylor is the renowned author of many books including: The Living Labrynth, Dreamwork, Where People Fly and Water Runs Uphill. He was the former director of the Marin Headstart Program and is a leading researcher and teacher in the field of dreams, Jungian psychology, mythology and spirituality. Jeremy serves as a faculty member at the Institute of Transpersonal Psychology, St. Mary’s College, Starr King School of Ministry, and the Graduate Theological Union.

Luisah Teish
Ph.D., Open International University Institute of Human Sciences
Luisah Teish holds an Interfaith ministers license with the World Council of Churches. She is an initiated elder in the Ifa/Oshita tradition of West Africa. A published writer on the subject of women’s rites of passage, ritual and spirituality, Luisah is a Professional performer who invokes ancestral stories and sacred expression in many venues including: theatres, schools, community centers, and churches. She also works as a Professional spiritual and creativity counselor and is a faculty member at the California Institute of Integral Studies.

Gayle Edmisten Watkin
B.S. Biological Sciences, Oklahoma State University,
M.S., Zoology/Environmental Toxicology, Oklahoma State University,
M.A., Humanities and Leadership, with a Creation Spirituality Emphasis, New College of California
Ms. Watkin has over 20 years experience in environmental science and consulting, ecological research and sustainability. She is widely published in that area of environmental science and toxicology and has developed numerous classes and training programs related to environmental sciences, spirituality, personal transformation and other topics. Her most recent activities have focused on environmental, social, and individual/personal issues in the transition to sustainable development. She advocates the use of “integrated” environmental management and consideration of ecological, ethical/social, economic and spiritual/psychological issues in environmental decision-making.

Michael Ziegler
B.A., University of California, Berkeley,
B.Lit., Jewish Theological Seminary,
M.A., University of Judaism
Michael Ziegler is an active Rabbi and community leader in several communities in California and Oregon. He teaches at various religious centers and schools on Jewish Mysticism and traditional rabbinical literature. His extensive international travel and study has produced ritual events which lend to furthering the teachings of Jewish thought.
GRADUATE CERTIFICATE PROGRAMS
CERTIFICATES OF
GRADUATE STUDY
AND/OR EMPHASIS FOR CURRENT MASTER'S STUDENTS OR
EMPHASES FOR CURRENT MASTER'S STUDENTS

General Information
Certificates of Graduate Study in the areas of Gerontology and Long-Term Care, Ecopsychology and Somatic Psychology are available to non-matriculated students. The individual department administers each program and certificates are granted upon the completion of a structured program of 15 - 20 semester hours of graduate courses. Graduate Certificates are designed, for the most part, for professionals who already have a Master's Degree in a related field, or who are pursuing a Master's or Ph.D. at a university other than Naropa. Please refer to each department's section in this catalog for program content and course format. Contact the Admissions office for admissions requirements and procedures. The certificate course of study is also available to currently enrolled Master's students as an emphasis within their primary field of study. Professionals who successfully complete all program requirements will receive a Certificate of Graduate Study. Currently enrolled Master's students, would not receive a certificate upon completion of the course of study, but rather the emphasis would be listed on their transcript and diploma as part of their Master's Degree.

Admission
All Graduate admissions policies apply. Please refer to the Admissions section in this catalog. Graduate Certificate students are admitted on a non-degree seeking status. Students may apply at any time but all programs start in the fall semester. In general Graduate Certificate applicants must have a Bachelor's degree and experience in the field may be substituted for the Master's Degree. If a student is currently enrolled in a Master's program at Naropa and wishes to pursue a certificate course of study as an emphasis, s/he need not go through admissions, but rather complete a Declaration of Emphasis Form in the Registrar's office. Approval of the Department is required.

Financial Aid
Financial Aid is not available for Certificate Programs, unless one is a currently enrolled Master's student pursuing a certificate course of study as an emphasis.

Registration
After acceptance, the student works with the Graduate Program Advisor to identify the program of study and completes a registration form. All registration and course adjustment forms must be approved and signed by this advisor.

Naropa courses successfully completed for a Certificate Program may, with the approval of the department be applied toward a graduate degree. Students who wish to apply for a Master's degree must submit a separate application and satisfy all the normal admission requirements. Since a certificate program requires about a quarter of the course work necessary for a Master's degree, those who plan to use the program as a stepping-stone to a Master's degree are urged to seek transition advising as early as possible in their certificate program. There is a four-year limit for applying graduate certificate credits to a Master's degree program after you have completed a graduate certificate at Naropa.
ECOPSYCHOLOGY

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.

Naropa University’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.

ECOPSYCHOLOGY
CERTIFICATE/EMPHASIS PROGRAMS

Beginning in fall of 1999 Naropa University is offering a 16 credit hour Certificate Program for graduate level students and post graduate degree professionals. This interdisciplinary program provides training in the fundamental principles and practices of ecopsychology.

Ecopsychology Graduate Emphasis Program:
Students enrolled in a graduate degree program will be able to choose Ecopsychology as an emphasis within their primary field of study. The Ecopsychology emphasis will be in addition to, and not substitute for, the general requirements of the student’s chosen field. Completion of the graduate degree is a requirement for completion of the Emphasis Program.

Ecopsychology Graduate Certificate Program: Post graduate degree professionals must have completed a professional Master’s degree program, or equivalent: demonstration of education and experience, to apply for the Certificate Program. Consultation with the Ecopsychology Coordinator is necessary for development of an appropriate Certificate course plan. Professionals who successfully complete all program requirements will receive a Certificate of Completion in Ecopsychology.

Certificate Program Course Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 551</td>
<td>2</td>
</tr>
<tr>
<td>ENV 528</td>
<td>3</td>
</tr>
<tr>
<td>PSY 549</td>
<td>1</td>
</tr>
<tr>
<td>ENV 520</td>
<td>3</td>
</tr>
<tr>
<td>PSY 534</td>
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</tr>
<tr>
<td>PSY 538</td>
<td>3</td>
</tr>
<tr>
<td>PSY 737</td>
<td>1</td>
</tr>
</tbody>
</table>

Additional Course Offerings in Ecopsychology

Naropa University 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. Course examples include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 506</td>
<td>3</td>
</tr>
<tr>
<td>ENV 510</td>
<td>3</td>
</tr>
<tr>
<td>ENV 660</td>
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<td>ENV 670</td>
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<td>ENV 680</td>
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<tr>
<td>PSY 587</td>
<td>2</td>
</tr>
<tr>
<td>PSY 737</td>
<td>2</td>
</tr>
</tbody>
</table>

Interested students should check these and other departments for courses of interest.
SPECIAL PROGRAMS
STUDY ABROAD PROGRAMS

NEPAL AND BALI

Drawing on the wealth of opportunities available in Nepal and Bali, the Naropa Study Abroad programs provide a thorough introduction to the living traditions of meditation, philosophy, music, painting and dance of Nepal and Bali. These Study Abroad programs are designed to infuse the cross-cultural education experience with cultivation of inherent curiosity and appreciation of the world. The programs combine rigorous academic study with direct experience, allowing students to explore these unique cultures with mind and heart.

Students in Naropa College and University have the opportunity to study abroad during their sophomore and junior years, as well as the fall semester of the senior year. A minimum 2.5 grade point average is required to apply for the programs.

Fall and Spring Programs in Nepal

Located in the foothills 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 Boudha Nath, 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 and modern development. The Nepal Study Abroad program provides a unique entry into the traditional culture, philosophy, and arts of the Kathmandu Valley and neighboring regions.

The Nepal program takes place in the fall from early September to mid-December, and in spring from late January to early May. The program students are housed in a two-story guesthouse in Boudha Nath, where participants live and study together. The guest house facilities include a lush garden, double occupancy rooms, kitchen and dining room, classroom, library and meditation hall.

The program begins with an in-country orientation phase, followed by fourteen weeks of academic course work, festivals and performances, community gatherings, as well as time for personal exploration of the surrounding valley. Mid-way through the semester, students undertake a three-week independent study and travel project in the Himalayan region. Program faculty supervise project planning, and evaluate final projects and presentations.

The cost for the program includes tuition (15 semester credit hours), room and board, field trips, festivals, visas, and in-country transportation expenses. The cost of the program is $9,200. Airfare is separate and is negotiated annually.

Core courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>REL 526</td>
<td>Buddhist Traditions: Nepal</td>
</tr>
<tr>
<td>ANT 535</td>
<td>Arts &amp; Culture of Nepal</td>
</tr>
<tr>
<td>ANT 585</td>
<td>Independent Research: Nepal</td>
</tr>
<tr>
<td>REL 506</td>
<td>Meditation Practicum: Nepal</td>
</tr>
<tr>
<td>REL 516</td>
<td>Nepali Language I</td>
</tr>
</tbody>
</table>

2 Credits from the following electives:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 556</td>
<td>Tibetan Scroll Painting</td>
</tr>
<tr>
<td>MUS 546</td>
<td>Nepali Music</td>
</tr>
<tr>
<td>REL 566</td>
<td>Colloquial Tibetan: Nepal</td>
</tr>
<tr>
<td>REL 576</td>
<td>Nepali Language II</td>
</tr>
</tbody>
</table>

Spring Semester Program in Bali

One of 13,000 islands in Indonesia, Bali is known for its vibrant and unique culture. It is a land where daily life, spiritual practice, and the arts are thoroughly integrated. Volcanic mountain peaks, terraced rice fields, coursing waterways, and daily religious ceremony and artistic life all reveal a sense of natural hierarchy (everything in its proper time and place) which permeates the Balinese culture. Because the Balinese are flexible in adapting their ancestral traditions to the complexities of modern life, Bali is an ideal setting for exploring an ancient yet contemporary wisdom tradition of Southeast Asia.

The Bali Study Abroad program provides a thorough introduction to the history, culture, philosophy, and traditional arts of Bali. It takes place from mid-February to mid-April in the town of Ubud, where participants live and study together in a Balinese "lomant" (a small family-run guesthouse, made up of clusters of bungalows and pavilions). Unique features of the program include its special emphasis on art practicum classes taught by local master artists, and a full gamelan gong kebyar orchestra set.

The eight-week program is a 12-credit course - with academic classes, meditation, language, music, and art classes. The program is enhanced with field trips throughout the island, community gatherings, temple ceremonies, performances and festivals. Students may also choose to stay a third month to complete a three-credit Independent Research Project.
Program costs include tuition (12 semester credit hours), bed and breakfast (double occupancy), one additional meal per day, field trips, and all ground transportation. The program cost is $7,400. Airfare is separate and is negotiated annually.

<table>
<thead>
<tr>
<th>Core Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 538   Arts &amp; Culture of Bali</td>
<td>4</td>
</tr>
<tr>
<td>MUS 548   Balinese Gamelan Orchestra; Bali</td>
<td>3</td>
</tr>
<tr>
<td>REL 508   Meditation Practicum; Bali</td>
<td>1</td>
</tr>
<tr>
<td>REL 518   Indonesian Language I</td>
<td>1</td>
</tr>
</tbody>
</table>

Three Credits from the following electives:

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 568  Balinese Painting</td>
</tr>
<tr>
<td>ART 558  Balinese Batik</td>
</tr>
<tr>
<td>ART 578  Balinese Mask Carving</td>
</tr>
<tr>
<td>DAN 508  Balinese Dance</td>
</tr>
</tbody>
</table>

Additional Course Offering

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANT 588 Independent Research; Bali (optional)</td>
</tr>
<tr>
<td>Balinese Dance</td>
</tr>
</tbody>
</table>
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. Naropa University's School of Continuing Education serves as a vehicle to offer contemplative education programs, lectures, and events to the Boulder and Denver community and the general public.

Continuing Education is offered year-round in the Fall, Spring, and Summer. Each semester over 100 programs are offered to the public in Boulder, Denver, and Aspen. Courses 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 Naropa. Programs range from one-time events to semester-long classes. Programming is grouped around the following areas: Arts and Creativity; World Wisdom Traditions; Health, Healing, and Psychology; Environment, Community, and Business; Journeys. Classes designed for helping professional and high schools students are also included in our program.

Highlights of our 1999-2000 program include: Led By Spirit: A Conference on Sustainable Business and Livelihood in the 21st Century, with Jacob Needleman, David Whyte, and Horst Rechelbacher, among others; a four-part Seminar Series on Spirit and Business; author Mark Epstein; author Michael Murphy; Abbot John Daido Loori; Gekai Rinpoche; Thangu Rinpoche; psychologists Arnold and Amy Mindell; author and shaman John Perkins; African teacher Sobonfu Some; author Wes Nisker; Lorna Tharchin; Alberto Tasso, a South American shaman that will visit North America on a historic 2-week tour.

For more information, or a copy of our latest catalog, please contact The School of Continuing Education at (303) 245-4811 or (800) 603-3117.

Semester Dates:
Fall 1999: September 10 - November 19
Spring 2000: February 14 - April 28
Summer 2000: June 5 - July 28 (tentative)

Conferences
Each year, major conferences, workshops and intensives bring together leaders in their respective fields to highlight our regular program. In past years these have included:

- The Spirituality in Education Conference (Summer 1997)
- Body and Soul Boulder (Summer 1997)
- Body and Soul Colorado (Summer 1998)
- Planting Seeds: Cultivating Awareness, Community, and Action Through Ecopsychology (Summer 1999)
- Spirituality in the Arts (Summer 1999)

The 3rd Annual Buddhism in America Conference, to be held in Estes Park, CO, will be co-sponsored by Naropa University in the Summer of 2000.
NAROPA ON-LINE PROGRAM

In order to provide broader access to Naropa's unique curriculum and the experiences and values of contemplative education, and to respond to the needs of a large population who for career, family or financial reasons cannot move to campus, Naropa has initiated an on-line education program. The initial distance learning venture for the academic year 99/2000 is comprised of offering 12 to 15 classes for credit from our electronic campus on the world wide web. These classes have been carefully selected to reflect the heart of Naropa's unique approach to education. The faculty, as well, have been carefully chosen, for their expertise in their disciplines, outstanding teaching ability and their excitement and passion for the on-line pedegogy and it ability to transmit and embody its unique contemplative approach to education.

In addition to attending classes on the electronic campus, the on-line student may register, pay, and even shop in the Naropa Bookstore. All of the courses on-line are semester-based for credit. They are not self-paced or correspondence in that they follow the semester and require a cyber presence. Although greater scheduling flexibility can be enjoyed than in the traditional classroom, these classes require that a login and participation at least weekly throughout the semester. Naropa on-line courses make use of cutting edge internet technology including streaming audio, video, graphics and photos. They also offer ample opportunity for interaction with faculty and fellow students through the use of threaded discussions, chatrooms, journals, email and collaborative workspaces.

All classes available in Fall 99 and Spring 2000 are from the core of Naropa's academic menu and are offered for academic credit. If students are not currently seeking a degree-seeking Naropa's Boulder or Oakland Campus, these classes may be taken for credit as a non-degree student. Credits earned on-line by a non-degree student may be applied later towards the requirements of the appropriately related degree program upon acceptance and enrollment as a degree-seeking student at our Boulder or Oakland campus.

Taking a few classes on-line is a great way to get started, earn a few credits and experience Naropa's unique education from any corner of the world, before applying, being admitted and coming here. Credits earned on-line may be transferred to other colleges (subject to the approval of the transfer college) in the same manner as any college or graduate school credits. Naropa plans to continue to add to the course offerings, so if the courses desired are not currently available, please keep checking back. Input and feedback is welcome and helpful to future planning.

To learn more about Naropa On-Line, please visit our electronic campus at ecampus.naropa.edu. All courses currently available for on-line study are listed below.

ON-LINE COURSES FOR FALL 99 AND SPRING 2000

REL 532e
BUDDHISM: THE WAY OF WISDOM AND COMPassion - 3cr
Reginald Ray, Ph.D.
Note: this course is offered by the Graduate Buddhist Studies Department and is available for either graduate or undergraduate credit. This course provides a basic introduction to the ideas, perspectives and practices of Buddhism. Focusing on the classical tradition as it developed in its Indian homeland, the class will explore the history, concepts and spiritual methodologies of Buddhism. The journey will begin with a look at the life and cultural context of Buddha Shakyamuni, founder of Buddhism. Students will then make an in depth examination of the core teachings of Buddhism as found in the Four Noble Truths. Discussions will include a reflection on the importance of recognizing suffering as the first step on the spiritual path; the role of Karma in human bondage and liberation; the reality of a state beyond the chaos and confusion of the human condition; and the effectiveness of the Buddhist path based on ethical behavior and meditation.

Prerequisites: A Bachelor's Degree is required in order to take this class for graduate credit. At least 30 semester hours of college credit are required in order to take this class for undergraduate credit.

About the Instructor:
Reginald A. Ray
Ph.D., University of Chicago

Reginald Ray 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 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.
REL 503e
TIBETAN I - 4 cr
Sarah Harding
Note: this course is offered by the Graduate Buddhist Studies Department and is available for either graduate or undergraduate credit.
This class lays the foundation for developing proficiency in the Tibetan language, which will eventually give access to the full treasure of the profound and vast wisdom literature of Buddhism. Students will begin with learning to pronounce and calligraph the alphabet, and quickly gain the ability to read or chant. Basic grammatical elements and simple sentence structures that are the basis for both classical and colloquial language will be covered. Investigation of Buddhist terminology lends depth to the concepts and excitement to the task of acquiring basic vocabulary.
Requirements: The Sambhota Tibetan Program, and at least one Tibetan-English Dictionary, electronic or otherwise.
Prerequisites: A Bachelors Degree is required in order to enroll in this class for graduate credit. At least 30 semester hours of college credit are required in order to enroll in this class for undergraduate credit.

About the Instructor:
Sarah Harding
B.A., The Naropa Institute
Sarah Harding has been practicing Tibetan Buddhism for over 25 years, mainly under the great master Kulu Rinpoche. She completed the traditional 3-year retreat for lamas in 1980. She is a Buddhist teacher and Tibetan translator of both the oral and written language, including the book Creation and Completion by Jamgon Kongtrul the Great. She co-founded the Tibetan Language Correspondence Course that has been running since 1986. She is a faculty member of the Religious Studies Department of Naropa University.

REL 500e
MEDITATION PRACTICUM I - 3 cr
Frank Berliner, M.A.
Note: this course is offered by the Graduate Buddhist Studies Department and is available for either graduate or undergraduate credit.
This course introduces the practice and theory of sitting meditation drawn from the Tibetan and Zen Buddhist traditions and the Shambhala teachings of sacred warriorship. Topics include: the Buddha’s life example for our own time, the challenge of spiritual materialism, the marks of existence, the experience of basic goodness, the birth of ego and the styles of neurosis, the cultivation of mindfulness and the unfolding of awareness, obstacles and antidotes in meditation practice, working with emotions, the meaning of warriorship, the energies of fear and fearlessness, the genuine heart of sadness, and the practice of unconditional loving-kindness.
Prerequisites: A Bachelor Degree is required in order to take this class for graduate credit. At least 30 semester hours of college credit are required in order to take this class for undergraduate credit.

About the Instructor:
Frank Berliner
B.A., Yale University
M.A., The Naropa Institute
Frank Berliner received his B.A. from Yale University and his M.A. from The Naropa Institute. He served as national administrative director of Shambhala Training, and for nine years as resident teacher of the Berkeley Shambhala Center. He is currently a core faculty member at Naropa, where he teaches Buddhist and Western humanistic psychology, and their application to the practice of leadership. He is also a psychotherapist and organizational consultant in private practice, specializing in the art of communication, conflict reso-
Meditation, and the use of meditation in relieving stress, deepening insight, and encouraging effective action. A senior student of Naropa's founder, he has practices sitting meditation since 1973.

**PSY 551e**
**ECOPSYCHOLOGY - 3 cr.**
Jed Swift, M.A.

Note: this course is offered by the Graduate Transpersonal Counseling Psychology Department and is available for either graduate or undergraduate credit.

Ecopsychology is an emerging field which bridges ecology and psychology in an attempt to understand and heal human relationships with the natural world. It explores the psychological and emotional processes that either bond us to the Earth or alienate us from it.

A central assumption of ecopsychology is that inner worlds and outer worlds are intimately connected.

Most ecopsychologists believe that the ecological crisis and the cultural and political processes that support it have a deep and lasting impact on the human psyche and soul. In turn, states of mind are then expressed in the way that relate, or not, to the natural world.

Ultimately, ecopsychology is concerned with the transformation of hearts and minds essential to reawakening the sacred connection with other living beings and the planetary home. Perhaps ecopsychology's greatest gift is the rejuvenation of hope through the articulation of theoretical principles and experiential practices which promote healing for both humans and the rest of the natural world.

This course is both experiential and theoretical. To understand ecopsychology as a living practice, students will be given assignments in the natural world. Students will also be given reading, writing and discussion assignments which explore the following theoretical topics: ecological identity, ecotherapy, wilderness rites of passage, environmental activism, ritual and ceremony, an Earth-based model of human growth and development, the New Cosmology of Thomas Berry, and practices, such as meditation and mindfulness, for spiritually engaged ecopsychology.

Prerequisites: A Bachelor's Degree is required in order to take this class for graduate credit. At least 30 semester hours of college credit are required in order to take this class for undergraduate credit.

Permission of the instructor is also required. Graduate and undergraduate applicants to this class should submit a brief writing sample explaining why they would like to take this class and what they hope or expect to learn. Undergraduates should also submit a brief writing sample.

**About the Instructor**
Jed Scott Swift, M.A.

Jed Swift is the Co-Director of the Shavano Institute in Boulder, Colorado, a non-profit educational organization which offers training programs for professionals and graduate students in ecopsychology, leadership development and gender awareness. He is also an adjunct faculty member at Prescott College, the California Institute of Integral Studies, and Naropa University. The courses he teaches include: Ecopsychology, Transpersonal Psychology in the Wilderness, Deep Ecology, and Wilderness Rites of Passage. In 1993 Jed founded the Colorado Sacred Earth Institute (CSEI) in order to broaden awareness of the spiritual dimensions of the ecological crisis. In 1994 CSEI organized and facilitated an international conference called Voices of the Earth. In addition, Jed is a wilderness rites of passage guide and has guided hundreds of people on solo journeys in wilderness with Earth Rites, Inc. of Denver.

**PSY 670e**
**TRANSITIONAL PSYCHOLOGY - 3 graduate credits**
Barbara A. Carter, Ph.D.

Note: this course is offered by the Graduate Transpersonal Counseling Psychology Department and fulfills one of the core requirements of the M.A. in Transpersonal Counseling Psychology program.

Transpersonal Psychology integrates psychology and spirituality to provide a larger vision beyond simply a personal or separate self. This course introduces and examines the central concepts, assumptions, theories, practices, applications, and orientations of Transpersonal Psychology. In addition to surveying the background and breadth of Transpersonal Psychology, it seeks to provide the means to examine new developments in the field and to apply Transpersonal Psychology to psychotherapy and related areas.

Prerequisites:
1. B.A. degree
2. Good understanding of basic psychological theory especially as relates to the prior three forces in psychology (psychoanalytic, cognitive-behavioral, and humanistic-existential). Prior coursework that covers this material is highly recommended.
3. A current meditation practice. Concurrent enrollment in the meditation course offered through Naropa On-Line is required for anyone wishing to enroll in this class who does not have a prior meditation practice.

**About the Instructor**
Barbara A. Carter
Ph.D., Union Institute

Barbara Carter is certified in Holotropic Breathwork by Stanislav Grof with whom she has studied extensively. She has worked in schools, hospitals, corporations, and clinics as a teacher, therapist, consultant, and supervisor emphasizing the compassionate integration of mind, body, and spirit. She is a licensed clinical psychologist in private practice in Boulder and Westminster. She is the Chair of the Transpersonal Counseling Psychology Department at Naropa University and a full time faculty member.
PSY 610e
HUMAN DEVELOPMENT - 3 graduate credits
Duyu Freeman, M.A., L.P.C.

Note: this course is offered by the Graduate Transpersonal Counseling Psychology Department and fulfills one of the core requirements in the M.A. in Transpersonal Counseling Psychology program.

In the study human development from birth through the span of life, this course provides an introduction to some of the major developmental theorists as well as some of the application of these theories. The material will be presented through lecture, presentations, readings, class discussion, observations and self exploration as well as personal experience. The purpose of this course is to develop an intellectual and theoretical knowledge of human development as well as an insightful understanding of human beings and their place in the world. Although this course is not specifically designed to study developmental problems or psychotherapy, the implications of these will be woven throughout the course.

Prerequisite: A B.A. degree is required in order to enroll in this class.

About the Instructor
Duyu Freeman, M.A., L.P.C.
Duyu Freeman 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 Naropa for three years, Duyu 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.

WRI 534e
THE EXPOSITORY ESSAY - 3 cr
Lee Christopher, M.Ed., M.F.A.

Note: this course is offered by the Graduate Writing and Poetics Department and is available for either graduate or undergraduate credit.

In French essay means an attempt, a test, or a trial. In this course, students will experiment with their own thoughts within the structure of the essay's various forms. They will explore many of the possibilities creative nonfiction affords them. For models, students will read essays by Montaigne, Virginia Woolf, Lu Hsun, Carlos Fuentes, Jorge Luis Borges, Ezra Pound, Henry Thoreau, James Baldwin, Andrienne Rich, Annie Dillard, Alice Walker, George Orwell, William Carlos Williams, E.B. White, Andrei Codrescu, and Ralph Waldo Emerson. To further broaden their perspective, students will use as model essayists the "Beats" such as Allen Ginsberg, Jack Kerouac, and William Burroughs. 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 writing process, time will be spent in reflection upon the ways in which problems were addressed and solved in our essays.

Prerequisites: A B.A. degree is required in order to take this class for graduate credit. At least 30 semester hours of college credit are required in order to take this class for undergraduate credit. Permission of the instructor is also required. Students who wish to enroll must submit a writing sample (no longer than 8 pages), along with a summary of their experience as a writer and a brief statement as to why they would like to take this class. Permission of instructor is based on the quality of the writing sample and one's level of experience and intent as a writer.

About the Instructor
Lee Christopher M.Ed., Tulane University, M.F.A., Writing and Poetics, The Naropa Institute
In addition to teaching at Naropa, Lee Christopher teaches English at Metropolitan State College of Denver and is the executive editor of The New Censorship. Since 1996, she has been Peace Jam Foundation's lead writer for curricula for Nobel Peace Laureates Betty Williams, Rigoberta Menchu Tun, Oscar Arias, Desmond Tutu, Nelson Mandela, Aung San Suu Kyi, Mairead Corrigan Maguire, and His Holiness the Dalai Lama. Her most recent chapbook is The Hunt.

WRI 500e
REBEL ANGELS - 3 cr
Lee Christopher, M.Ed., M.F.A.

Note: this course is offered by the Graduate Writing and Poetics Department and is available for either graduate or undergraduate credit.

In this course students will study the history of the "Beat generation" with special emphasis on the writings of the writers of this phenomenal era produced. Students will use as models Allen Ginsberg, Jack Kerouac, Gregory Corso, William Burroughs, Neal Cassidy, Peter Orlovsky, Diane DiPrima, John Wieners, Amin Baraka, Joanne Kyger, Lawrence Ferlinghetti, Lew Welch, Lenore Kandel, Philip Whalen, Bob Kaufman, Michael McClure, Gary Snyder and others. Students will come to understand the provocativeness and durability of Beat Literature. In addition, students will write their own visions in the multiple forms taught us by these courageous writers of the "Beat Generation."

Prerequisites: A B.A. degree is required in order to take this class for graduate credit. At least 30 semester hours of college credit are required in order to take this class for undergraduate credit. Permission of the instructor is also required. Students who wish to enroll must submit a writing sample (no longer than 8 pages), along with a summary of their experience as a writer and a brief statement as to why they would like to take this class. Permission of instructor is based on the quality of the writing sample and one's level of experience and intent as a writer.
About the Instructor:
Lee Christopher M.Ed., Tulane University; M.F.A., Writing and Poetics, The Naropa Institute
In addition to teaching at Naropa, Lee Christopher teaches English at Metropolitan State College of Denver and is the executive editor of The New Censorship. Since 1996, she has been Peace Jam Foundation's lead writer for curricula for Nobel Peace Laureates Betty Williams, Rigoberta Menchu Tum, Oscar Arias, Desmond Tutu, Nelson Mandela, Aung San Suu Kyi, Mairead Corrigan Maguire, and His Holiness the Dalai Lama. Her most recent chapbook is The Hunt.

WRI 539e
POETRY WORKSHOP: GREAT COMPANIONS - 3 cr
Lisa Jarot
Note: this course is offered by the Graduate Writing and Poetics Department and is available for either graduate or undergraduate credit.

Dante said to Virgil "Thou art my master and my author". What poet would you name as Dante names Virgil? The focus of this workshop is poetic lineage, imitation and influence. Specific examples (Allen Ginsberg and William Blake, Frank O'Hara and Vladimir Mayakovsky, Bernadette Mayer and Catullus) will be explored as well as the ways to expand the student's poetry by imitating various styles and forms.

Prerequisites: A B.A. degree is required in order to take this class for graduate credit. At least 30 semester hours of college credit are required in order to take this class for undergraduate credit. Permission of the instructor is also required. Students who wish to enroll must submit a writing sample (no longer than 8 pages), along with a summary of their experience as a writer and a brief statement as to why they would like to take this class. Permission of instructor is based on the quality of the writing sample and one's level of experience and intent as a writer.

About the Instructor:
Lisa Jarot
Lisa Jarot is the author of Some Other Kind of Mission, Sea Lyrics and Heliopolis. Her second full-length collection of poems, Ring of Fire, is forthcoming from Zoland Books. She is also the co-editor of An Anthology of New (American) Poetry (Other Press, 1998) and was the editor of the Poetry Project Newsletter from 1996-1998. She has taught classes in writing and literature at Brown University, Long Island University, Naropa University and The Poetry Project in New York City. She is currently writing a biography of the San Francisco poet Robert Duncan. During the Spring of 2000 she will be a visiting professor at the University of Colorado, Boulder.

WRI 530e
LITERATURE SEMINAR: THE FEELING TONE - 3 cr
Bobbie Louise Hawkins
Note: this course is offered by the Graduate Writing and Poetics Department and is available for either graduate or undergraduate credit.

In this Reading and Writing seminar the work of four writers as writers will be addressed: namely, how do they achieve their unique tone and diction; and what can one can use of their mode in one's own work. This is not primarily a writing class, it is a Literature class, but I teach writing to beginning writers and I have found this approach to be useful for non-writers as well. The writers and books will be (in this order): Evan Connell (Mrs. Bridge), Fay Weldon (Life and Loves of a She-Devil) Michael Ondaatje (Coming Through Slaughter) Colette (Earthly Paradise).

Prerequisites: A B.A. degree is required in order to take this class for graduate credit. At least 30 semester hours of college credit are required in order to take this class for undergraduate credit. Permission of the instructor is also required. Students who wish to enroll must submit a writing sample (no longer than 8 pages), along with a summary of their experience as a writer and a brief statement as to why they would like to take this class. Permission of instructor is based on the quality of the writing sample and one's level of experience and intent as a writer.

About the Instructor:
Bobbie Louise Hawkins has written twelve books of fiction, non-fiction, poetry and performance monologues as well as a one-hour play for the PBS series, The Listening Ear. Flying Fish has a CD of her performance, "Live at the Great American Music Hall". In 1981 she participated in the "One World Poetry Festival" in Amsterdam and the same year was awarded a Fellowship in Literature from the National Endowment for the Arts. The Los Angeles Times said: "She excels at the short take, the oblique view, and the fundamental nugget of actuality". The New York Times wrote: "A superb impressionist, as well as a salty prose writer." She has performed her work at the Joseph Papp Public Theater, Bottom Line, and Folk City in NYC, at The Great American Music Hall in San Francisco, at the Canterbury Festival and the Poetry Society in England where she worked with Apples and Snakes. In 1988 she was invited by Anne Waldman to oversee the Prose Track in the M.F.A. Writing Program.

WRI 541e
SCULPTING PROSE - 3 cr
T. Burke, Jr., M.F.A.
Note: this course is offered by the Graduate Writing and Poetics Department and is available for either graduate or undergraduate credit.

For prose writers who want to achieve familiarity with dramatic structure. For dramatists looking to infuse more lyricism into their work. The course will explore: the singular demands of narrative and dramatic writing, determining the form in which a story can be most effectively presented; revealing character through action and the dynamics of dialogue; adapting classic and original prose into dramatic action; and what constitutes a scene. How can classic dramatic structure be applied to a narrative? is self-editing a creative skill? At the end of the course, each writer will have a vivid picture of what form best suits his/her style, approach and sensibility and will possess a much stronger command of their craft.
Prerequisites: A B.A. degree is required in order to take this class for graduate credit. At least 30 semester hours of college credit are required in order to take this class for undergraduate credit. Permission of the instructor is also required. Students who wish to enroll must submit a writing sample (no longer than 8 pages), along with a summary of their experience as a writer and a brief statement as to why they would like to take this class. Permission of instructor is based on the quality of the writing sample and one's level of experience and intent as a writer.

About the Instructor
T. Burke, Jr.
M.F.A., The Naropa Institute
T. Burke received a 1998 Honor's Award from New Millennium Writing. He is the co-author of 'American Reel' — a feature film starring David Carradine and Mariel Hemingway, currently in release; and Strip Mall Bohemia — a novel which has been optioned for film by Upside Down Pictures. With writer-performer Vicki Lewis, he is adapting 'For the Love of Esme' for network television. He is a three time Fellow to The Virginia Center for the Creative Arts and has been presented with a Cable Ace Award and an R.I.A.A. Golden Disc. Since 1986, he has been a member of the Writers Guild of America.

SPRING 2000 OFFERINGS
Note: Many of the courses offered in Fall 99 will be repeated in Spring 2000. New offerings as of this printing are listed below. Please contact us for updated information, we are still in the process of creating the Spring Schedule, and will most probably have more new courses than those listed below.

LTC 635e
AGING AND THE HUMAN SPIRIT - 3 graduate cr
Robert C. Astley, Ph.D.
Note: This course is offered by the Gerontology and Long Term Care Graduate Department and fulfills one of the core requirements in the M.A. Gerontology and Long Term Care program.

Adults continue to grow and develop throughout life. Spirituality is an important dimension that often grows more important as people age. This course explores how aging influences the experience of spirituality and how maturing spirituality affects the experience of aging. Both are important aspects of development in middle age and later life. Objectives: Students will use readings, threaded discussion, their own reflective insights, and writing to develop a deeper understanding of the nature of spirituality, adult development, and aging. They will also develop an appreciation for the dynamic, evolutionary relationships among these important aspects of the human experience. They will also consider the importance of social context, including culture, community, family, work, and personal relationships—the social situations within which individual experience adult development, aging, and spirituality.

Texts:

Prerequisite: A B.A. degree is required in order to enroll in this class.

About the Instructor
Robert Atchley has been the 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 8th edition. He is the former Distinguished Professor of Gerontology at Miami University in Oxford, Ohio, and also serves as the director of Scripps Foundation of Miami University. He is the Chair of the Department of Gerontology at Naropa.

REL 515e
BUDDHISM AND SOCIAL ACTION - 3cr
Fleet Maull, Ph.D. Candidate
Note: this class is one of the core classes in the Engaged Buddhism track of the Buddhist Studies M.A. Program.

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 an experience of one's individual understanding of "sacred view" and personal path of action.

About the Instructor:
Fleet Maull, Ph.D. Candidate
Fleet Maull, Ph.D. Candidate in Psychology, California Coast University, has been doing prison work for the last 14 years, mainly in the areas of hospice, teaching and Dharma. He is the founder of the National Prison Hospice Association, which aids hospice workers and corrections professionals in the development of prison hospice programs and the Prison Dharma Network, a non-sectarian support group for Buddhist prisoners and prison volunteers. An ordained Zen Peacemaker Priest, and practitioner of Tibetan Buddhism, Fleet received his M.A. from Naropa's Contemplative Psychotherapy Program in 1979.
ANT 550e
CULTURES, GLOBAL SOCIETY AND THIRD WORLD DEVELOPMENT - 3 cr

d'Forrest Ketchin, Ph.D.

Note: this course is offered by the Environmental Studies Department and is available for either graduate or undergraduate credit.

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 to explore and understand such issues as: shortages of food and resources; overpopulation; environmental degradation; and the destruction of traditional peoples and their cultures. Students will explore effective social action through considering local, community-based development projects that are culturally appropriate and environmentally sound.

About the Instructor

A. d'Forrest Ketchin
B.A., Georgia State University
M.A., M.Ed., Ph.D., University of Colorado

Forrest Ketchin 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 impact to public lands (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.
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 master's 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

ANT 536
Arts and Culture of Nepal - 3cr

ANT 538
Arts and Culture of Bali - 4cr

ANT 550
Cultures, Global Society, and Third World Development - 3cr

ANT 586
Independent Research: Nepal - 3cr

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 Dow
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 the class creates. 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 the pots are fired 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 an investigation of mind, perception and culture. Learn to draw fruit, lips, fire, clouds, wind, and laughter. A graduated series of individual and collaborative exercises for both beginning and experienced drawers.

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 - 3cr
Larry Doctor
In this class, an alphabet in its historical and contemporary form is studied. The study of the letter forms with the broad-edged pen, brush and other tools will be complemented by design exercises to explore color, texture and rhythm. Class exercises include traditional practice of forms as well as more expressive techniques conducive to the creative process. A hand-bound book form is also introduced in this class. This class may be repeated once for credit.

ART 525
Drawing II - 3cr
Robert Spellman
This course in a continuation of Drawing I, with an emphasis on the One Hundred Drawings project, a semester-long exploration of individual styles and materials. Collaborative exercises on the threshold of painting are explored. Prerequisite: ART 505 or permission of instructor.

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 schematic. The theoretical will explore the color theories of Johannes Itten, Joseph Albers and Goethe. The yogic will develop one’s ability to see and mix color using acrylic paint. The schematic will be a look at “color schemes” that occur in the phenomenal world, e.g. in a feather, a fish, a butterfly wing, or a sky.

ART 533
Thangka Painting I - 3cr
Cynthia Msuzu
This studio class is an introduction to painting Buddha images in the Tibetan tradition. Using pencil, brush, ink, line drawing, and dry painting techniques, the proportions of sacred figures, lotuses, thrones, ornamentation and landscape are studied. 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 or Harrison Tu
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. The basic strokes and their proper relationship as character formations and the movements of character sequences are studied.

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 Eihei Dogen, D.T.Suzuki, Chogyam Trungpa Ripoche, Roshi Robert Aitken and Kaz Tanahashi will structure the intellectual framework of the course. Slides, museum visits and book study of calligraphic masterpieces will 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 fecund paradox in poetry, brush stroke art, and black and white collage supplies the foundation for this course.

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

ART 543
Thangka Painting II - 3cr
Cynthia Moku
This class is a continuation of ART 533. Students 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 focused on. Detail study of classic thangkas, both past and contemporary, complement the skills practiced.

ART 545
Painting I - 3cr
Joan Anderson or 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 or Harrison Tu
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 a cultural lineage, and within a global perspective.

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

ART 553
Thangka Painting III - 3cr
Cynthia Moku
This course of study is for advanced students of thangka painting. Each student continues working on their composition begun in Thangka Painting II. Further development of painting technique coincides with study and refinement of design both linear and tonal. The sewing of brocades for mounting finished paintings is also demonstrated. Prerequisite: ART 533 and ART 543.
ART 555
Figure Drawing I - 1-3cr
Laura Marshall or Michael Newhall
The structure of this course is established by centering concentration on the figurative motif. Class routine begins with gesture and warm-up drawing, followed by instruction and specific exercises, ending with extended poses or poses relative to a particular figurative study. Figure exercises are derived from an academic tradition to train the eye, as well as the hand.

ART 556
Tibetan Scroll Painting - 2cr
Faculty
Offered by the Study Abroad Program as 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; inkling, 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 or Harrison Tu
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 as 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 543, and ART 553.

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

ART 568
Balinese Painting - 3cr
Faculty
Offered by the Study Abroad Program as 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 - 2-5cr
Cynthia Moku
This course is an investigation into the dynamic between artists and their society. Drawing primarily from contemporary sources, students will 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 as 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 design and assembling a portfolio, marketing, copyrights, presentation of artwork, and installation of exhibitions.

Dance and Movement Studies (DAN)

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

DAN 300
Beginning Movement Study - 3cr
Barbara Dilley (Fall), and guest presenters
This class provides an opportunity for students from various disciplines to investigate the study of movement and dance. Different movement training processes include: Masunaga’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 impulses with outer forms of expressive and creative body skills. This course is open to students with no previous movement work and beginners.

DAN 310
Contemporary Dance Foundations - 3cr
Mark Haase
Contemporary Dance Foundations provides a basis for dance exploration through a combination of technical and improvisational investigations. Coursework will be based on contemporary dance traditions, individual alignment work and integration of improvisational structures as a means of exploring one's personal movement vocabulary. This course is open to students with some prior experience in dance technique.

DAN 330
Contact Improvisation - 3cr
Adwoa Lentex
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. Skills in individual, partner and group dances will be developed. Both beginners and more experienced contact improvisers are welcome.

DAN 350
Contemporary Dance Forms I - 3cr
Carla Resser
Continuation of DAN 310. This course is open to students with some prior experience in dance technique.

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

DAN 410
Dance of Africa - 3cr
Tracy Kiyega Vazquez
This course focuses on traditional dances from Senegal, Guinea, the Ivory Coast and Haiti. Class work is physically rigorous 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. 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 Shakara 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
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 as one of the Study Abroad electives, traditional Balinese dance forms, both male and female are studied. All levels of dance expertise are welcome.

DAN 550
Body-Mind Centering I: Foundation and Anatomy - 3cr
Margot Isman or Annie Brook
The focus of this class is the relationship between bodies and minds through basic patterns of movement. Students will experience their own patterns through movement and guided explorations and discover means to further develop and transform movement patterns in both themselves 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. Study is completed during the Spring term in DAN 570.
ECE 300
Foundations of Contemplative Education - 2cr
Richard Brown
This course lays the ground for discovering the full-blown richness and dignity of ourselves and children. The essentials of contemplative educational psychology is studied in order to apply its wisdom to teaching young children. Through an exploration of the traditional Shambhala and Buddhist approaches to working with states of mind, students prepare for teaching with vigor, freshness, and openness. The class will study contemplative approaches to the dynamics of teaching young children including the relationship of parenting and education. During this exploration, students will learn to encounter concepts and emotions directly, gently and creatively. During the class they will develop the disciplines of mindfulness/awareness and contemplative educational observation, a natural extension of awareness practice. These practices enable students to perceive and bring forth children’s true natures without prejudice and aggression.

ECE 320
Body Mind Development and Expression - 3cr
Margot Izenman
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 students 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 students experience their 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 380
Observing Early Development I - 2cr
JoAnn Robinson
This course studies the development of children, ages birth to three with particular emphasis on toddlers and three year olds. The approach will begin with first hand contemplative observation, then proceed to studies of relevant developmental theory within a contemplative context in the areas of body, speech and mind.

ECE 385
Observing Early Development II - 2cr
JoAnn Robinson
This course studies the development of children ages four to eight with emphasis on four to six year olds. As in Early Development I, the study will begin with first hand contemplative observation then proceed to relevant developmental theories within a contemplative context of the areas of body, speech and mind. Prerequisite: Observing Early Development I.

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, movement, story, song, crafts, puppetry, circle time, and painting are explored. Students will create an environment for each other to work with those skills and discover their own creative impulse in relationship to sharing the magic.

ECE 420
Energy and Expression in the Classroom - 2c
Darlene Lorrain
In this course, the art of teaching through awareness of and synchronizing with the energetic expressions of young children is cultivated. The aim is to develop teaching skills which nurture graceful and expressive movement and authentic social and emotional skills in children. Educational strategies which address the wide variety of issues within these areas such as behavior, discipline, making transitions, developing an individual sense of body/mind, and creating a caring community are studied. Through observations, discussion and experiential exercises, students will learn to meet and guide the energetic needs of individuals and groups of young children.

ECE 430
Teaching Young Children - 3cr
Gene Hooley
This course brings a contemplative view to learning the skills for teaching preschool children, emphasizing the place of reflection in teaching. 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 Hooey*

The focus in this class is on the critical issues of leadership as the art of working with people, and ways of cultivating nurturing relationships among children, staff and families. Specific topics include, but are not limited to, administrative tasks (including financial management issues), policy setting, program development, and nutrition for the young child. Through this course students become familiar with the essentials of developing and managing a high quality early education program consistent with the Colorado Department of Social Services Rules and Regulations.

**ECE 499**
Independent Study - 1-3cr
*Faculty*

**ECE 505**
Matrì 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, Matrì training is a sophisticated method of cultivating awareness of the emotions and developing appreciation of discreet styles of expression in ourselves and others. Matrì practice is based upon the discovery of the intrinsic wisdom of emotional energies, described as the Buddha families. Students learn how they might manifest this wisdom in their teaching and relationships with children. Students explore the implications for curriculum and educational environments based on their discoveries. Prerequisite: Established meditation practice, and permission of instructor.

**ECE 550**
Holistic and Contemplative Teaching - 2cr
*Richard Brown*

During this course, students encounter some of the most important contemporary holistic and contemplative approaches to teaching young children. The study focuses primarily on the Shambhala and Montessori traditions, and also includes brief study of Waldorf, Reggio Emilia and others. On-site observations are done in preschools which use these approaches. Students explore and compare these traditions to enhance their development as teachers. In this process they begin to incorporate personally meaningful aspects of these traditions into their own emerging and unique teaching styles.

**Ecology (ECO)**

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

**ECO 499**
Independent Study - 1-3cr
*Faculty*

**ECO 500**
Water Quality and Watersheds I - 1.5cr
*Faculty*

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. 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 quarter. Commitment must be made to both semesters.

**ECO 506**
Coming Home: Boulder's Bioregion - 3 cr
*Jane Banin and Chuck Patterson*

This field course explores local ecosystems and examines the basic principles of ecology. Students learn the stories of many of Boulder's wildland organisms and their environments through visiting nearby grasslands, forests, and tundra. The geologic story of Boulder's natural setting is studied for the purposes of providing a physical framework for the study of the environment and enhancing a connection to the land.

**ECO 510**
Field Ecology - 3cr
*Jane Banin*

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. Students will learn to recognize and understand reasons for ecosystems patterns in the Boulder Bioregion. The course 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*  
*Faculty*

This course is a continuation of ECO 500.

**ECO 560**  
*Global Ecological Issues - 3cr*  
*Jane Buijn*

A seminar with open discussions on current global, national, and local environmental issues. Outside discussions and field trips may be included. Organized around Earth, Air, Fire, Water and humans, the course will highlight the role each of these pays in ecosystems, and the ways in which each is affected by impact. Students will research and report on specific topics, chosen with the guidance of the instructor.

**Environmental Studies (ENV)**

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

**ENV 300**  
*Nature, the Sacred and Contemplation - 3cr*  
*Suzanne Duarte*

The pure, mindful experience of Nature often leads to a personal, emotional relationship with Nature. Some people refer to this kind of relationship as spiritual, sacred, or mystical. This course explores the individual, cultural, and contemplative dimensions of such a relationship. This exploration integrates experience and contemplation outdoors with: 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 the 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 340**  
*Garden World - 3cr*  
*Bob Howard*

This course provides an overview and an introduction to gardening. Botany, ecology, garden history and design to lay a solid foundation for the practical how-to of garden making, are studied with an emphasis on a natural, organic approach. Practical demonstrations at Hedgerow Farms provide experience in practicing skilful 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. May be taken in lieu of Sustainable Communities.

**ENV 499**  
*Independent Study - 1-3cr*  
*Faculty*

**ENV 500**  
*Human Systems and Evolution - 3cr*  
*d'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. Students will explore whether cultures are kinds of natural systems, or so different in kind as to be unnatural. Students will begin in deep time with the emergence of our distant relatives, trace the unfolding of the kind of consciousness called “human”, its relationship to the brain, to language, and the Sacred. Finally, students 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 Southwest Cultures - 3cr*  
*Jose Lucero*

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. This course explores Native American relationships with the natural world, emphasizing gratitude and respect for nature's lessons.

**ENV 520**  
*Deep Ecology in Context - 3cr*  
*Suzanne Duarte*

This course is an introduction to Deep Ecology philosophy in historical and cultural contexts, including contemporary currents of thought such as ecofeminism, ecopsychology, 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 528
Ecopsychology Training: Waking Up Together - 3cr
Elis Amdoun & Elizabeth Roberts
Ecopsychology recognizes that human health - mind, body, and spirit - is fundamentally nourished through relationship with the natural world. No part is separate.
In this experiential training a broad range of therapeutic counseling practices are explored: methods for assessing the health of the ecological self, conducting eco-biographical interviews, the use of self-initiated ceremony for personal and family healing, working with attitudes toward consumerism, and others. The course is recommended for those seeking to bring ecopsychological principles into psychotherapy, teaching, service and activism. The team-taught format, along with the rich and beautiful Front Range environment, provides a extraordinary learning experience.

ENV 530
Environmental Problem Solving - 3cr
Chuck Patterson
This course presents both practical and conceptual aspects of addressing environmental problems. A major focus in the class is the development of skills to access ecological, anthropological, and agricultural databases, as well as other published and unpublished information sources. Further emphasis is placed on skillful synthesis of garnered information, clarity of strategy, and decision-making processes. Students complete a project involving a local environmental problem. Prerequisite: Senior standing or consent of instructor. Required for Environmental Studies majors.

ENV 535
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, students will investigate fundamental ecological concepts such as: energy flow, nutrient cycles, food webs, population growth, biodiversity, adaptation, carrying capacity, ecological succession, symbiosis, and interdependence. Students are exposed to general theories of physical evolution of life and genetic evolution of populations. The course explores strengths and limitations of the scientific method as an investigative tool. It also seeks to foster an appreciation for the richness and diversity of the ecosystems. Required for Environmental Studies majors.

ENV 540
Contemplative Approaches to Environmental Issues - 3cr
Suzanne Duarte
Within a context of contemplative practice and deep inquiry, students will explore compassionate, democratic approaches to environmental issues; principles of nature, 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 545
Environment and the Political Process - 3cr
Robert Yahnke
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 a tool for either the misuse or stewardship of the environment. Political and economic systems that affect environmental policies will be examined through a detailed examination of the policy process.

ENV 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. Students explore (1) which kinds of societies have met the aforementioned criteria in the past; and (2) whether or not societies and communities that meet these criteria in the midst of today's industrialized cultures can be created. 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
d'Forrest Ketchem, Anne Parker, and faculty
Planetary citizens 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. The recognition that the common usage of the word "environment" is misleading. Often conceptions of human/social issues emerge as different from environmental ones, placing them in opposition to one another. In contrast the natural world teaches that humans are not separate from their environments. If wise, just, and compassionate leaders are to cultivated, illusions of separateness and opposition must be given up. A new model of leadership is called for and 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 M.A. class (entering and continuing) a substantial amount of time independently to allow for the very different kinds of work each class requires. Entering students prepare for their entrance into the M.A. program, and are introduced to new concepts, experiences, etc. Continuing students engage in a solo in the wilderness and prepare for their second year. After time apart, the two classes join and spend the final day of the course as one community, building authentic relationships and learning from each other. (There is a lab fee for this course)
ENV 563
Indigenous People and Environmental Issues - 3cr
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 U.S. and the world. Focus is on regional issues and case studies to develop students' 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 the times, but also with a source of insight that may offer a way out of the spiral of destruction. Through examining the issues affecting Indigenous peoples and their wisdom and insights students can increase their awareness, compassion, respect and ability to act.

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

ENV 585
Pilgrimage to Mount Kailash - 3c
Anne Parker
The primary focus of this course is an actual pilgrimage to Mount Kailash in Western Tibet in May/June of 2000. This month long journey offers students an opportunity to experience a traditional pilgrimage and to explore the landscape, culture and spiritual world of Tibet. It is also an exposure to many harsh realities of Tibet: cultural destruction, third world poverty and colonial rule. It will be a profound learning experience at many levels.

ENV 600
Inner Work for Environmental Leaders I - 2cr
Sterry 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, Chogyam Trungpa, Rinpoche). Meditation will be introduced as a tool for awakening mindfulness. Awareness in all activities. By experiencing the mind 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 students to problem solve directly and creatively without projection. Moreover, by opening one's eyes and seeing without agenda, the natural world can become an ally. Meditation is a way of being the non-duality 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 America and others. There will be group practice sessions, lectures, discussions and individual meditation instruction. This course is required for all students enrolled in the Master's in Environmental Leadership program.

ENV 604
Boulder Creek Watershed Atlas I - 2cr
*Faculty
This action project on the Boulder Creek Watershed is collaborative and designed and carried forward year to year by incoming M.A. 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 M.A. program, as is an exploration 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 M.A. class itself. This course is required for all students enrolled in the Master's in Environmental Leadership program.

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

ENV 620
Human/Nature Contract I: Exploring the Science and Religion Interface - 3cr
*Forrest Ketchin
This course explores one of the principle underpinnings of the Environmental Leadership program, the union of science and spirit. Environmental Leaders face profound questions as they undertake to serve on behalf of Earth and all beings. Among these are: Can the dominant culture come to view the natural world as Creation, or has Western culture desacralized Nature beyond recovery? Are the two states of mind implied by Western science and religion — reason and revelation, logical knowledge and intuitive wisdom — incompatible? Is the pursuit of the scientific way of knowing by definition a desacralization of Nature? Is the pursuit of the spiritual way of knowing a denial of science? Must religion and science be in conflict? The course is intended to foster an extended and informed conversation among students and scholars with different backgrounds. Scientific foci will be the physical and biological sciences, specifically physics and the unfolding universe, and the story of biological evolution on Earth. The 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 — students will explore natural and cultural manifestations of the living systems theory studies in ENV 630. This course is required for all students enrolled in the Master's in Environmental Leadership program.
ENV 630
Transforming Systems I - 2 cr
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 crucial issues of our time. Learning will center on the understanding and application of information and key concepts. The structure will be provided by six interwoven strands, each drawn 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. This course is required for all students enrolled in the Master's in Environmental Leadership program.

ENV 631
Engaging Systems Change I: Joy and Despair in Environmental Leadership - 1.5 cr
Ellis 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 the 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 three days, beginning with an evening keynote lecture—open to the public for a fee. The following day will be open to M.A. students from other college campuses, and to invited professionals. The last day will be open only to students enrolled in the M.A. in Environmental Leadership. The Keynote Lecture and the first day can be taken for credit by M.A. students at other campuses and in other M.A. programs at Naropa.

ENV 650
Inner Work for Environmental Leaders II - 2 cr
Sherry Elms
This course is a continuation of ENV 600.

ENV 670
Human/Nature Contract II: Humans, Ecosystems, and Economic Globalization - 2 cr
d'Forrest Ketchin
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. Students 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. This course is required for all students enrolled in the Master's in Environmental Leadership program.

ENV 680
Transforming Systems II - 2 cr
Mark Wilding
This course is a continuation of ENV 630.

ENV 699
Independent Study - 1-3 cr
Faculty

ENV 720
The Art and Ethics of Leadership I - 3 cr
Tom Windschitl
This course will involve the students in an in-depth investigation and discussion of the theory and wisdom of leadership. Students will do an historical review of forms of leadership and the view of leaders, balancing Eastern and Western, traditional and innovative, hierarchic and anti-hierarchic. 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 U.S. 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 M.A. in Environmental Leadership and other graduate students by permission of the department. This course is required for all students enrolled in the Master's in Environmental Leadership program.

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 Watershed 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. This course is required for all students enrolled in the Master's in Environmental Leadership program.
ENV 770
The Art and Ethic of Leadership II - 3cr
Tom Winham
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, students 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 780
Culture/Nature Partnership Project II - 2cr
Anne Parker
This course is a continuation of ENV 720. 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. This course is required for all students enrolled in the Master's in Environmental Leadership program.

ENV 860
Practicum - 1-4cr
Faculty
Practicums 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 degree through jobs, active projects, applied research, courses focused at specific topics. Students may enroll in this course repeatedly in order to complete the independent work and research necessary for completion of their M.A. requirement.

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

ENV 887
Extended Master's Thesis/Project - 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.

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 Zaruka
This course provides an overview of the skills and history of landscape garden design. Students learn about plants appropriate to the Boulder climate and study site analysis, planting techniques, stone and wood construction, irrigation, and design principles. Students learn to create a landscape design tailored to their own garden, and practice drafting, sketching and lettering for a blueprint plan. Experience with these skills takes place in the context of an introduction to the history of landscape and garden design. Students examine slides and videos of historically important gardens and visit local gardens.

HOR 510
Small Farm Management - 3cr
Jim Barazky
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: 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
Cara Reeder
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. 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 Context of Contemporary Arts: Contemplative Perspectives I - 2cr
Steven Taylor, Barbara Dilley 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. The arts will be regarded 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 part of a convergent 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 practice 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 of defining the creative process with a recognition of the contemplative aspects of creativity. Experience in creative process is recommended.

IAR 360
History and Context of Contemporary Arts: Contemplative Perspectives II - 2cr
Diane Butler, Steven Taylor and Guest Faculty
This is a continuation of IAR 355. The emphasis will be the last half of the twentieth century. Chogyam Trungpa Rinpoche 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. Poet Ed Sanders said that poets from Apollinaire to Frank O'Hara have practiced walking 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.

IAR 370
Theater Design and Production - 2cr
Faculty
"All space is constrained by an idea of that space" - Peter Brook. Just as ideas are framed by personal values, so is the theatrical experience framed by 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 light or set design for a work in the Student Arts Concert, or filling the role of producer, stage manager, master electrician or sound operator for a production within the term. Highly recommended for InterArts Studies students or those interested in performance.

IAR 380
Creative Process: Improvisation - 3cr
Diane Butler and Lee Worley
Students explore improvisation as a path towards interpersonal and creative expression. Class work includes physical and vocal warm-up, improvisational exercises, guided meditation and regular solo and group performance in class. Students will practice improvisation as an awareness discipline and means 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 - Physical Theater and Verbal Dance - 2 cr
Saskia Hogst
This workshop is designed for movers/dancers who wish to speak or sing and actors who wish to move and use space. The main intention is to expand the field of communication. Daily practice will include a vocal warm-up followed by an improvisational technique called the 6 Viewpoints: space, shape, time, movement, motion and text. Students will begin by exploring each viewpoint separately and expand into developing combinations or variations. Please bring a sketch book, crayons, notebook and at least 12 lines of text from a book, play, newspaper or personal writing. Participants should memorize the text prior to the first day of the workshop. Previous artistic training is necessary. This course will replace select InterArts Studies courses during the middle week of the term.

IAR 420
Creative Process: Composition - 3cr
Barbara Dilley and Mark Miller
This course offers interdisciplinary perspectives on the generation of material for performance. The class will work with structure and form as a means for clarifying artistic vision and explore composition as a creative and expressive discipline. Students are encouraged to experiment with the full range of artistic media including movement, text, music, costumes, sets, and environment. Explorations will be based on individual and collaborative activities and culminate in final presentations. This course is co-taught by InterArts Faculty. Prerequisite: IAR 380, Creative Process: Improvisation

IAR 430
Creative Process: Performance Studies - 3cr
Mark Miller, Barbara Dilley and Steven Taylor
This course is a senior seminar for InterArts Studies and Interdisciplinary students with an emphasis in performance and prior experience in creative process. It is designed primarily to support students who are preparing work for performance though 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, Coffeehouse, Salon, Arts Concert, Garuda Theater, or other venues. Prerequisite: IAR 380, IAR 420 or equivalents.

IAR 450
New Repertory: Performance Project - 2cr
Brigitta Herrmann

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 credit
Barbara Dilley

Zen teacher Suzuki Roshi described the body and mind as being “not two and not one.” During this intensive, the discipline of Contemplative Dance Practice is combined with study and master teachers in the fields of creativity and movement studies. Meditation practice, improvisation, and embodied consciousness are the central disciplines. Barbara conducts Contemplative Dance 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 - 1cr
Barbara Dilley

Contemplative Dance Practice joins the disciplines of sitting meditation with practices from contemporary dance improvisation and movement studies. Cultivating “kinesthetic delight,” coming back to the present moment and “respect for the village,” underlie this awareness practice. Students are presented with the form during the first three sessions then participate with the on-going Contemplative Dance Practice community in three hour sessions throughout the semester. Sessions include sitting meditation, personal awareness practice, “open space” (working in space with others) and group discussions. 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 The Creative Process - 2cr
Jeffrey Bliss and Luaren Wukut

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 and images through movement, theater, and awareness exercises, both individually and within a group. These skills are then brought into a variety of care environments in which the student can work directly with an elder in a one-on-one relationship of discovery and learning.

LTC 600
Contemplative Approaches to Aging - 2cr
Katharine Campbell

This course will provide the entering Gerontology program students with an introduction to meditation practice and to the essentials of contemplative education as an essential foundation for providing long-term care and long-term care management. Using Shambhala Teachings as a working basis, the focus of this class will be presented as a skillful means of befriending the aging process, both one's own and that of others.

LTC 610
Concepts of Management: Practical Applications of Leading and Working in Teams - 3cr
Robert Atchley

This course covers 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 processes, and the development of communications skills for administrators. Health care organizational structures and behavior are presented in terms of medical, psychosocial and integrated (patient-oriented) models.

Academic Courses 159
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
Managerial 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
Aging and Health - 2cr
Megan Carnis
This course will examine the aging process by learning both past and current theories of aging. Topics including biological and psychological changes are explored, as well as how those changes affect one's relationship to the world. The course examines myths about aging and explores how health is experienced, regardless of the presence of or lack of disease. The terminology of health and disease common to a long-term care setting is introduced to facilitate communication with health care professionals.

LTC 647
Social Aspects of Aging - 2cr
Robert Askley
This course provides an overview of social gerontology as a field of knowledge, research, social policy and practice. It includes background issues such as the demography and history of aging in the United States. It then considers the nature of physical, psychological, and social aging; aging in domains of everyday life, such as family and friendship relations, employment, retirement, activities and lifestyles, and religion and spirituality. The course then looks at dying, death and bereavement; and issues such as income, housing, health and long-term care, and community social services for aging people. Next the course looks at how society and culture influence the ways we think about aging, diversity and aging, and how the aging of society interacts with the economy, politics and government. The course concludes with a discussion of the future of aging and the field of social gerontology.

LTC 650
Contemplative Approaches to Elder Care - 3cr
Victoria Howard
This course builds on the learning developed in the class, "Contemplative Approaches to Aging". Students will continue their 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.

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 670
Long-Term Care Policy - 2cr
Robert Askley 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
Financial Aspects of Long-Term Care - 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 630.

LTC 699
Independent Study - 1-3cr
Faculty

160 Academic Courses
LTC 700
Program Seminar - 0.5cr
Faculty
This course will help students further explore their experience in the program and the issues relevant to current trends in long-term care, and gives them greater insight into the Internship Program that they will be entering during the next semester. This course will allow for the development of closer relationships with the other students in the program as well as the faculty and community preceptors at the internship sites.

LTC 720
Facilities Management - 0.5cr
Dennis Baglio
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 740
Human Resources Management - 2cr
Law 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 and benefits administration, and counseling and disciplining staff. Students also assess their managerial styles based on both their internship experiences and the use of diagnostic instruments. Human resource management principles are then applied to the specific task of motivating and supporting caregiving staff. This course is taken concurrently with the AIT internship.

LTC 750
Legal and Ethical Environments of Long-Term Care - 2cr
Fred Mikes and Sheila Astdley
This course provides an introduction to legal and ethical issues involved in the administration of long-term care facilities. It begins with a presentation of the structure of the court system and court procedures and the definitions of different types of law. Basic principles are reviewed for contract law, wills and estates, tax laws, corporate law, guardianship laws, privacy and confidentiality, and intentional and unintentional torts with specific emphasis on the potential liabilities of health care professionals and administrators. The course also focuses on ethics of health services management.

LTC 800
Professional Seminar - 1-1.5cr
Kathy Naman
This seminar continues through all but the final semester of the AIT internship, when it is replaced with the Master's Paper Seminar (description follows). It provides an opportunity for students to discuss experiences in their internship placements with faculty from both the therapeutic and management courses. The emphasis is on applying principles taught in the content-oriented courses to specific issues and challenges experienced by students at their internship sites. Specific techniques are offered for organizing student observations and descriptions of administrative, organizational, and therapeutic activities.

LTC 805
Graduate Field Placement in Long-Term Care - 2cr
Faculty
This course provides supervised field placements for certificate students in gerontology and long-term care management. Field placements involve 4 hours per week of observation in a long-term care field setting throughout the semester. Prerequisite: LTC 610 Concepts of Management. The Graduate Field Placement course is offered on a credit/no credit basis. Evaluation of student work is done by the coordinator of field placements in consultation with the site supervisor. The department has a large pool of long-term care programs that provide internship training for LTC students. This same pool will be used for the graduate field placements. The field placement course is designed to give students first-hand experience of the issues that confront staff and clients in long-term care organizations. In addition to spending 4 hours per week at their placement, students will attend a check-in meeting with the field placement coordinator bi-weekly during the semester. This meeting focuses on the integration of the student's inner journey with their observations in the field. Students will also turn in bi-weekly field reports that indicate the outcomes of their field observations.

LTC 850
Administrator-In-Training Internship - 1-8 cr
Kathy Naman
Students are placed in long-term care facilities and other settings in the Boulder/Denver area. The 1000-hour internship is usually 20 hours per week, on site. The number of credits taken each semester depends upon the semester and course schedule option the student selects: 20-month option: 3 credits; 16-month option: 4 credits.

LTC 880
Master's Paper Seminar - 1cr
Robert Astdley
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, students open themselves to the richness, beauty, power, and magic of the world's musical heritage. The class will concentrate on the development of Western classical music and the history of jazz, as well as discuss music from Brazil, India, Tibet, Mongolia, Japan, Bali, Bulgaria and Africa. Each student receives eight cassettes of highlights from the history of music.

MUS 350
Listening to Jazz - 2cr
Mark Miller
Open to all students, this class explores the multifaceted tradition of African American music. 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, students expand their pitch and rhythm awareness and precision. Subjects include the major scale, reading rhythms, rhythmic subdivision, hearing intervals, hearing and resolving dissonance, hearing the top, bottom, and middle of chords and identifying chord colors.

MUS 503
Naropa Afro-Pop Ensemble - 2cr
Gert Zorn
This class provides an introduction to the traditional music of Bali using Naropa University’s gamelan orchestra. Gamelan is a musical form dominated by percussion instruments similar to the xylophone as well as, drums, gong, cymbals, Gamelan flutes and voice. Gamelan is often used to accompany dance, theater or puppetry. The Gamelan orchestra appears in concert at the end of each semester. No previous experience is required.

MUS 505
Baliinese Gamelan Orchestra - 2cr
I Made Lasmawan

MUS 508
Shambhala Chorus - 3cr
Bill Douglas

MUS 510
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

MUS 530
Improvisation I - 2cr
Mark Miller
Beginning with free music and working very gradually with more complex forms, students explore various means of individual and group improvisation. Through the use of games, exercises, and simple composition, each student is encouraged to explore his or her musical identity. In this class, students learn by doing. The class is open to instrumentalists and singers of all levels of experience.
MUS 535
Jazz Ensemble - 2cr
Art Lange
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 ensemble class focuses 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 students will 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 the more complex forms of jazz, blues, and other improvisational structures are encountered, 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, students will learn to balance an awareness of structure with the contemplative and expressive qualities developed in Improvisation I. Prerequisite: MUS 530 or permission of the instructor.

MUS 546
Nepali Music and Dance - 2cr
Faculty
Offered by the Study Abroad Program as one of the Study Abroad electives, this course introduces students to Folk Dance and Vajrajnaya Dance (religious dance) of the Newari tradition along with the accompanying music played on the Nepali lan 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 - 3cr
I Nyoman Sumandhi
Offered by the Study Abroad Program and a core requirement for the Study Abroad Program. Balinese music, specifically gong kebyar will be explored. A full orchestra of instruments will be available for the group to use. All levels of musicianship are welcome.

MUS 550
Musicanship 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 musicanship, 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 and thereby add to our survey of world music and gaining research and presentation skills. The ability to read European music notation is not required.

MUS 560
Musicanship II - 3cr
Bill Douglas
A continuation of MUS 550. Prerequisite: MUS 550 or its equivalent.

MUS 570
Musicanship III - 3cr
Bill Douglas
A continuation of MUS 560. Prerequisite: MUS 560 or its equivalent.

MUS 580
Recording Studio - 2cr
Faculty
This class studies the production and composition of music in the eight-track recording studio. Recording, mixing, microphones, and the behavior of sound and synthesizers are explored as producer's tools. Group and individual projects give students the hands-on experience needed to produce their own music.

MUS 597
Private Music Lessons - 0.5-4cr
Faculty
Prerequisite: Open to InterArts: Music students and Transpersonal Counseling: Psychology: Music Therapy students only.
Native American Studies (NAM)
Courses in this discipline are offered by the Environmental Studies Department.

NAM 499
Independent Study - 1-3cr
Faculty

NAM 500
History of the Western US: Native American View - 3cr
Faculty
This course will explore several native cultures that inhabited the Boulder/Denver area from pre-contact through the present day. The class 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 students 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, the 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 essential nature. Through entering the circle, a center is found, the spirit self.

NAM 530
Native American Spirituality and Mainstream America - 3cr
Faculty
This course is intended to furthering understanding of Native American spirituality and its message about human relationships with nature, and therefore will also address the political, economic, and social issues faced by indigenous peoples. Among these is the continuing colonial exploitation, occurring under many guises. An example is the appropriation of Native American spirituality by mainstream U.S. culture without understanding the complexity of relationship between conqueror and conquered. This course will explore in depth the political, ethical, cultural, economic and spiritual issues. The intentions are to provide for open dialogue, deepened understanding, and respectful examinations of the issues, and to provide an opportunity for raising awareness of the plight of indigenous peoples around the world.

NAM 550
Contemporary Issues in Native America - 3cr
Faculty
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. The class will 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 Davis
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.

B.A. Contemplative Psychology (PSY)
Courses in this discipline are offered by the Contemplative Psychology (B.A.) Department

PSY 310
Buddhist Psychology I: Meditation - 3cr
Frank Berliner
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
Carole Clements
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
Jackie Ashley
Co-Offered by the Interarts: Dance/Movement Studies Department.

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
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. Includes discussions of the anima, animus, complex, shadow, archetypes, and the collective unconscious.

PSY 344
Introduction to Transpersonal Psychology - 2cr
Faculty
Study of efforts to integrate Western psychology and psychotherapy with a spirit view in the works of Wilber, Maslow, Jung, Assagioli, Grof, and Buddhist psychologists. Students will explore themes such as meditation and psychotherapy, karma, spiritual issues in psychotherapy, models of consciousness, paths to enlightenment, and transpersonal ecology, sociology and psychosynthesis.

PSY 350
Humanistic Psychology - 2cr
Christine Dennis
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 Keily
Offered by the Contemplative Psychology (B.A.) Department.

This class provides a basic overview of the theory, practice and use of various natural approaches to health and healing. Emphasis is placed upon understanding and appreciation these modalities and discerning when and for what they are appropriate. Students will research and articulate the paradigms of holistic medicine, clarifying their personal interest for future work in this field.

PSY 365
Family Systems - 2cr
Diane Wyler-Rumpf
Offered by the Contemplative Psychology (B.A.) Department.

This course will focus on beginning to see the family as a system, with a structure and organization of its own. The interactions between family members will be viewed from a systemic perspective, thereby enlarging and deepening the student’s understanding of his/her family of origin. The work of Murray Bowen and his family systems theory will be the primary model explored, but the work of Salvador Minuchin and Virginia Storr will also contribute to a deeper understanding of this approach. There will also be an exploration, using the systemic model, of the basic family forms found in contemporary America: the nuclear family, blended family, single parent family, adoptive family, and gay, lesbian, bisexual and transgendered families. The format of this course will include readings, lectures, guest presentations, discussions and experiential exercises in order to provide a stimulating environment in which to learn.

PSY 377
Introduction to Body Psychology: Embodiment Awareness - 2cr
Elena Giulini
Co-Offered by the InterArts: Dance/Movement Studies Department.

Embodiment Awareness introduces Somatic Psychology as the practice of making meaningful connections between emotional process and the expressions and symptoms of the body. The course is designed to give students a new awareness of and relationship to their 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. A goal of the class is to help students become acquainted with the language and tools of Western psychology in order to increase the range of their own voices. The class will explore extreme states of mind, describing and lightly experiencing them. Students will look at possible causes for these states, including the individual, familial, societal and economic, as well as discussions about resiliency and treatment, both sane and insane. The class will make use of lectures and experiential exercises, have guest speakers and include a trip to a local psychiatric hospital.
PSY 430
Exploring Dreams: Jungian Practice - 2 cr
Gina Martin-Smith
This course focuses on practical work with dreams, using a broad Jungian actualization perspective. Prerequisite: PSY 330 Introduction to Jung or permission of the instructor.

PSY 455
Dynamics of Intimate Relationships - 2 cr
Lynne Fotte
Offered by the Contemplative Psychotherapy (B.A.) Department.
This course explores intimate relationship as a path of personal and spiritual development. The new and evolving relationship paradigm challenges one to become whole, to confront those undeveloped, repressed, and often darker sides which are reflected by the mirrors of the partner. Through selected readings, group process and discussion, creative expression and dynamic exercises, students will discover and develop their own unique vision for creating a healthy, loving partnership.

PSY 459
Nutrition and Herbolgy - 2 cr
Sue Evans
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, an herb identification walk or a trip to the arboretum at C.U. may be included. The nutrition portion 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 465
Visual Arts: Imagery in Healing - 2 cr
Bernie Marik
Offered by the Contemplative Psychology (B.A.) Department.
The purpose of this course 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 meditative format, and through directing the mind, emotions, and environment to the "matter of hand", the ground for well-being can be experienced. When receptiveness, playfulness, and a willingness to let go are present, heart can be joined with intellect and one of the deepest healing resources - the image - can be touched. The image is the clear lens through which life can be viewed, affected, and befriended more genuinely. Students will work with exercises that incorporate painting, drawing, and clay work as rituals for expression. Students will also incorporate the sharing/healing circle of acceptance and gentleness.

PSY 472
Presence: Voice and Sound - 2 cr
Paul Orick
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 is wanting to be said and what is the venue that allows truths to manifest? Whatever the 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, students will study the art and discipline of personal expression, how the personal connects to the universal, and how self extends to and informs community. Through self expression, and in the knowing of self the insight that allows harmony and healing within oneself, and to extend that healing to helping others is found.

PSY 476
Dance/Movement Therapy: Current Topics - 2 cr
Diane Bartho
Co-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 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 - 3 cr
Faculty

PSY 482
Senior Project Seminar I - 2 cr
Jane Carpenter-Cohn and Bill Scheffel
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 both written and oral presentation. Each student begins to integrate previous learning throughout 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 Project Seminar II - 3cr
Jane Carpenter-Cohn and Bill Scheffel
This course is a continuation of PSY 482.

PSY 486
Contemplative Psychology I: Compassionate Action - 3cr
Frank Berliner and Kathy Emery
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
Faculty
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 505
Authentic Movement - 2cr
Kathy Reynolds
Co- 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 Budini
Based on the principles and techniques developed by the late Dr. Milton Erikson, this course explores various means by which many subtle, specific forms of communication can be used as powerful healing tools. Through personal styles of interpretation and misinterpretation, students will create the stories of their lives, and from within these stories, their personal problems. Students will work with understanding how subtle linguistic processes and alternative metaphors can provide the means for releasing themselves from deeply ingrained patterns. This course includes demonstrations of indirect hypnotherapy, as well as discussions and practice of specific uses of language and metaphor.

PSY 508
Embodiment Process and the Individual - 2cr
Suzanne Marie
The body is the vessel of emotions, the vehicle for actions and the tool of perceptions. Culturally, we have been trained to ignore bodily processes. This class will examine the role of bodily experience in the unfolding of life's process. Out of a study of sensation, energy, emotion, perception, movement, breath, speech and touch, students will cultivate an ongoing individual practice for embodiment their personal process. This is the first course of a two part study of Somatic Psychology and continues with Spring semester PSY 558, Embodiment Process/Group.

PSY 512
Buddhist Psychology II: Maitri and Compassion - 3cr
Marvin Casper and Faculty
The maitri practice was developed by Chogyam Trungpa, Rinpoche, from traditional Tibetan yogic techniques. In this practice, particular postures and specially designed rooms evoke a variety of psychological spaces from which arise different styles of thought and emotion. In this course, students 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 515W
Process Painting and Meditation - 1cr
Bernie Marek
When joined with meditation, process painting is a natural way to embrace creativity in a spontaneous, unconscious, playful, and deeply meaningful way. Whatever arises-strategies, judgments, comparisons, doubts, or momentary successes-are reminders to return to the intimate dance of spirit. In this course, students 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.

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

**PSY 526**
**Introduction to Jin Shin I - 2cr**
*Stephanie Mines*
Designed to introduce students to a self-care practice, this class lays the foundation for further study of Jin Shin Tara. Combining the fundamental principles of this acupressure-like approach to healing with an understanding of how trauma impacts all aspects of the human system, students will learn basic points on the body and how to treat both common ailments and common reactions to trauma. Joining ancient Taoist principles with a Western understanding of trauma, this class is an opportunity to participate in the "healer heal thyself" philosophy through study, practice, witnessing demonstrations, and hands-on experience.

**PSY 528**
**Gestalt I - 2cr**
*Gary Mueller*
The Gestalt approach is a powerful and provocative way of understanding and working with body, speech, and mind. By focusing on the details of moment-to-moment experience and on the interplay between the individual and the environment, Gestalt seeks to develop "self-knowledge, satisfaction, and self-support." The course includes readings, lectures, discussions, and experiential exercises.

**PSY 529**
**Hakomi Integrative Somatics: Resolving trauma I - 2cr**
*Pat Ogden*
The effects of unresolved trauma impact both our psychological well-being and the physiological systems of the body (nervous, visceral, muscular, etc.). Traumatic 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, students will explore the psycho-physiological effects of trauma, study interventions for effective reallocation to the body, for resolving post-traumatic stress, and for re-instating the various resources lost in the wake of trauma.

**PSY 536**
**Hakomi Integrative Somatics I - 3cr**
*Pat Ogden and Brigitta Karelis*
Recognizing that mind and body jointly express and reflect our most deeply held beliefs about self and the outside world, the Hakomi Method brings these beliefs to conscious awareness. From the body's structure, chronic tension patterns, movement quality, sensations, and impulses, information is gained about self-image and general way of being in the world is gained. The class will access and utilize a mindful state of consciousness, probing gently beneath everyday patterns of habit and automatic responses, to those richly nonverbal levels where basic beliefs organize and direct the quality of experience. By going slowly and gently, an atmosphere of safety evolves where limiting defenses can be examined and yielded, and learning and change become possible.

**PSY 538**
**Reflexology - 2cr**
*Faculty*
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 539**
**Nutrition - 2cr**
*JeAnnah Reilly*
This class will provide information on all aspects of nutrition. Students will learn about the cultural and agricultural development of food, the chemical constituents of food, and the specifics of food metabolism and utilization in the human body. Study will cover basic concepts of food production, processing and distribution; the anatomy and physiology of digestion; carbohydrate, fat and protein sources and assimilation; vitamins and minerals; energy expenditure; various paths and current trends; and the effect of food on consciousness. Students examine and are encouraged to improve their own nutritional status based upon information provided in their research.

**PSY 544**
**Maitri Space Awareness and Art - 2cr**
*Bernie Marek*
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 the opportunity to heighten sensitivity, open the heart, and refine perceptions as to how these energetic principles shape and color responsiveness to others and the environment. Students will familiarize themselves with these energies, glimpsing them both in their confused and awakened qualities. The class 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, authenticity, and kindness.
PSY 545
Developmental Psychology - 3cr
Christine Denning
Offered by the Contemplative Psychology (B.A.) Department. The study of theory in human development from birth through the span of life. Students will be introduced to major theories and the philosophical and practical relationship of ethics to psychology will be discussed, including cross-cultural issues. Students will clarify, formulate, and develop their own beliefs and approaches to human development in relation to these major schools of thought. The relationship of these traditional approaches to the contemplative and transpersonal perspectives will be explored.

PSY 546
Tibetan Medicine I - 2cr
Philip Weber
Current Tibetan medicine is a unique blend of Ayurvedic, Chinese, Persian, and Bon medical systems. This course presents an overview of Tibetan medicine and explores how it relates to meditation practice. Topics include: the three-humour theory, the mind-body relationship, disease classification, how disease relates to diet and lifestyle, pulse and urine diagnosis, the healing process, the role of meditation and spiritual practice, and the use of herbs.

PSY 548
Gestalt II - 2cr
Gary Mueller and Bob Wing
This course is a continuation of PSY 528.

PSY 556
Symbols and Transformation - 2cr
Diane Rodine
In this course students 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 558
Embodying Process/Group - 2cr
Suzanne Marie
This class continues from PSY 508. Using the individual practice of embodying process as a base, students begin to examine what organic processes bring them into and out of relationship. Culturally, we are dealing with a great deal of confusion and struggle between individual needs and group need. Coming back to the immediate bodily experience can be a way of clarifying those relationships. This is the second part of a two part class and may only be taught every other year. Prerequisite: PSY 508 and permission of the instructor.

PSY 564
Journeying With Death and Loss: Harvesting the Jewels - 1cr
Ann Bardwell
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. The intention in reviewing the journey is to discover its treasures and to gather them, creating a vessel for one's on-going healing process. Students 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
Martin Brooks
In this course students 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 body, mind and spirit as inseparable from the world of nature; if nature was observed closely enough the cause of any affliction of body, mind or spirit could be found. The class will work directly with the student's current state of physical, mental and spiritual health and developing tools and skills to help improve personal and interpersonal environments. Each class will include a lecture and discussion as well as hands-on exercises to help bring this material to life.

PSY 568
Expressive Arts in Healing - 3cr
Alexandra Sherpe
Expressive media are a potent means of reflecting, exploring, and communicating our humanity. Giving permission to emotional and psychological energies students will use paint, paper, movement, clay, etc., to inquire more deeply into their experience and the habitual tendencies which limit. Working with and without words, principles of creativity can be used which can act as agents of change, allowing energy to move, perspective to open, and a friendlier heart toward oneself and others. Working individually and in small groups prepares the ground for using expressive arts as a medium for healing when working with others.

PSY 571
Personality Theories - 2cr
Christine Denning
This course will examine four major Western psychology approaches to a comprehensive understanding of the person: Psychoanalysis, Behaviorism, Person-Centered, and Constructivist. The class will pursue a comprehensive 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. Students 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 576**
**Hakomi Integrative Somatics II - 3cr**
*Pat Oden*

This class expands upon the principles and techniques taught in Hakomi I. Students have the opportunity to learn and practice a five-step therapeutic model, which includes creating a therapeutic container, listening for core experience, facilitating self-study, encouraging the unfolding process and supporting integration. Specific Hakomi techniques for each step of the process are taught. Teaching methods include lectures, discussions, demonstrations, practice vignettes, video review, outside reading, and written assignments. Prerequisite for this class is completion of PSY 536 or permission of the instructor.

**PSY 578**
**Exploring the Role of Music in Therapy - 2cr**
*Laurie Rogenstein & David Rogenstein*

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 579**
**Chinese Energetics II - 2cr**
*Marnie Brooks*

This course is a continuation of the work in Chinese Energetics I. Students will work more deeply with Five Element diagnoses, the officials, Color, Sound, Odor and Emotion diagnosis and our personal healing journeys. In addition, they will be ‘journeying’ to various local plants and trees to access their wisdom and healing powers within the context of the five elements. This will be a beginning of the work with the “Plant Spirit Medicine” System. Students are expected to have a solid ground in the elements, seasons and officials so that there is a strong base for work with diagnosis. Prerequisite: Chinese Energetics I.

**PSY 585**
**Tibetan Medicine II - 2cr**
*Phil Weber*

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 a 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 preceptorships 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 holistic standpoint. Tibetan urine examinations I, II, and III, Tibetan tongue and eye examinations, Tibetan pulse workshop I and II, Nutrition and Tibetan medicine and other topics depending on the interest of the students and time considerations.

**PSY 586**
**Jin Shin I - 2cr**
*Stephanie Mánes*

This course is a continuation of PSY 526.

**PSY 587**
**Expressive Arts: Working with Others - 2cr**
*Alexandra Shampu*

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 enrich and deepen insight, sensitivity and respect for the arts and the healing relationship. Realistic expectations come from actual practice. Familiarity cultivates confidence, spontaneity, honesty, humbleness and trust in one’s own empathic and creative potential. Making mistakes becomes part of the learning experience.

**M.A. Contemplative Psychology (PSY)**

Courses in this discipline are offered by the Contemplative Psychology (M.A.) Department.

**PSY 608**
**Introduction to Buddhist Psychology: Practicum I - 2cr**
*Karen Kissel Wega*

Contemplative psychotherapy is based on the view that health is intrinsic and unconditional. Because of mistaken views, this inherent brilliant sanity is not always experienced. Using Buddhist and Sarnhala 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
Students participate in small groups throughout their tenure in the program. Emphasis is on providing support for the students' journey.

PSY 618
Child Development: Contemplative View - 2cr
Sarah Bennet
This course traces psychological development from birth to adolescence. The material is presented through lectures, readings, class discussions, observations of children, and the student's own experiences with children and their childhood. The purpose of the course is for each student to develop both a theoretical and empathetic understanding of children's feelings, perceptions, and ways of understanding themselves and others.

PSY 628
Evolution of Concepts in Western Psychotherapy - 2cr
Robert Unger
Western psychology has evolved its own lineage, traditions, concepts, and vocabulary. This class explores the dynamics of Western psychology, with an emphasis on some of its most popular constructs, such as transference and countertransference, defenses, narcissism, and the ego. The conceptual base of some of the more prominent schools of psychology are studied. Attention is given to the relationship between psychology as a conceptual framework and psychology as a practice discipline.

PSY 629
Group Process III - 0.5cr
Helena Unger, Senior Teacher
This course is a continuation of PSY 619.

PSY 639
Group Process IV - 1cr
Helena Unger, Senior Teacher
This course is a continuation of PSY 629.

PSY 642
Diversity Awareness Training I - 0.5 cr
Gaia Mika
Effective multicultural counseling requires us to understand others on their own terms, in relation to their own contexts, histories and world views. In this course, students will increase their multicultural competence, preparing themselves to work across differences of race and ethnicity, class, sexual orientation and ability. The process of multicultural learning will be grounded in self-examination and extend to listening to the experience of others and learning some culturally relevant approaches.

PSY 658
Buddhist Psychology: Practicum II - 2cr
William Karels
A continuation of the study and practice of the principles of Buddhist psychology begun in PSY 508, this course provides preparation for the Maitri program. Topics include: Intrinsic health, the development of ego, the chain of cause and effect, psychological materialism, and working with emotions.

PSY 668
Family Process - 2cr
Nancy Portnoy
This course is an introduction to family process and family systems. The purpose of the course is to assist the student in experiencing the shift in perception that comes from seeing a family as a system — with its own organization and life — beyond that of the individual. In addition, students explore their families of origin as a ground for working with others. The course consists of lectures, student presentations, class discussions, and experiential exercises.

PSY 669
Meditation Practicum III - 0.5cr
Faculty
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 678
Psychopathology I: Sanity and Neurosis - 2cr
Pat Patton
Intrinsic health is the ground of experience, yet one loses touch with the fundamental nature again and again. This course explores the sequence of events through which one can become caught up in the creation of "story-lines." The class will explore the essentially painful nature of living within such a "story," which is a patchwork of events, real and imagined. Emphasis is on recognizing the experience of sanity in the midst of pathology. Selected readings invite students to experience fully the personal and painful nature of such psychopathology as it occurs in their own lives and in the lives of those who have written about their experience. The recovery stages of health are introduced in this course along with an introduction to diagnosis and the use of testing in appraisal.

PSY 679
Meditation Practicum IV - 0.5cr
Faculty
This course is a continuation of PSY 669.

PSY 689
Maitri Program I - 2cr
Faculty
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 708
Contemplative Psychotherapy Seminar - 2cr
Victoria Howard and James Emery
The joining of contemplative practice with the basic principles of interpersonal psychology creates a powerful psychotherapeutic discipline. In this way, one's personal development is completely linked to the cultivation of health and intelligence in others. Emphasis is on the nature of discipline in the therapeutic relationship, the process of exchange, compassionate action, and the variety of possibilities for transmuting illness to health. Buddhist approaches and those of other contemplative traditions are explored. Class format emphasizes student discussion of key issues.

PSY 709
Meditation Practicum V - 0.5cr
Faculty
This course is a continuation of PSY 679.

PSY 718
Community and Organizations - 2cr
Karen Wilding
This course provides an exploration of the social and cultural context within which the psychotherapist works, giving an opportunity to widen the view beyond the psychotherapeutic dyad to the larger world. It includes the study of working with subgroups including ethnic minorities and those with differing lifestyles. Other topics include "community", psychotherapy social responsibility, community needs of the City of Boulder, and socially engaged psychotherapy. Students are encouraged to apply the material to their past and present experience, as well as to investigate the meaning of community in relation to the Contemplative Psychotherapy graduate program itself.

PSY 719
Group Process V - 0.5cr
Helena Unger, Senior Teacher
This course is a continuation of PSY 639.

PSY 728
Therapeutic Relationships I - 2cr
Lauren Casalino, Sharon Conlin, and Karen Kissel Wegela
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 758, and PSY 768) include both experiential and intellectual components.

PSY 729
Group Process VI - 0.5cr
Helena Unger, Senior Teacher
This course is a continuation of PSY 719.

PSY 738
Psychopathology II: Psychosis - 2cr
Eric Chapman
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. Students will 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, students examine selected approaches to treatment and the journey of recovery.

PSY 739
Meditation Practicum VI - 0.5cr
Faculty
A continuation of PSY 709.

PSY 742
Diversity Awareness Training II - 0.5cr
Gaila Mika
A continuation of PSY 642.

PSY 748
Psychology of Aging - 2cr
Victoria Howard
Aging is a psychological and physical situation common to all of us. By making friends with where one is in the human life cycle, and allowing oneself to experience impermanence and loss, the world of the older adult can be entered. Through lectures, contemplation, writing, discussion and field work, students explore the common issues pertaining to both their families and to other older adults.

PSY 758
Therapeutic Relationships II - 2cr
Lauren Casalino, Sharon Conlin, Karen Kissel Wegela
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 778
Transition, Lifestyles, and Career Development - 2cr
James Emery
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 and right livelihood. 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 788**  
*Therapeutic Relationships III - 1.5cr*  
*Lauren Casalino*

The emphasis in this class is on preparing for the clinical internship. Also see the description for PSY 728.

**PSY 789**  
*Maitri Program II - 2cr*  
*Faculty*

May be taken for pass/fail only. Please refer to the Contemplative Psychotherapy (M.A.) Department program description.

**PSY 798**  
*Theory and Practice of Group Therapy - 2cr*  
*Robert Unger*

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 808**  
*Field Placement I - 4cr*  
*Catherine Atay, Internship Coordinator*

During this nine-month internship, students work 20-30 hours per week (minimum of 700 hours required) in a psychological field work setting. While studying and working alongside mental health professionals, students bring the principles of contemplative psychotherapy to the practices of counseling, therapy, group work, and patient care.

**PSY 818**  
*Clinical Tutorial I - 2cr*  
*Faculty*

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 842**  
*Diversity Awareness Training III - 0.5cr*  
*Gaila Mika*

This course is a continuation of PSY 742.

**PSY 858**  
*Field Placement II - 4cr*  
*Catherine Atay, Internship Coordinator*

**PSY 868**  
*Clinical Tutorial II - 2cr*  
*Faculty*

This course is a continuation of PSY 818.

**PSY 881**  
*Extended Paper (Section B) - 0.5cr*  
*Faculty*

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 888**  
*Master’s Paper Seminar - 1cr*  
*Lauren Casalino*

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 - 0.5cr*  
*Faculty*

May be taken for pass/fail only. Please refer to the Contemplative Psychotherapy (M.A.) Department program description.

**Somatic Psychology (PSY)**

Courses in this discipline are offered by the Somatic Psychology M.A. Department.

**PSY 326**  
*Introduction to Dance/Movement Therapy - 2cr*  
*Jackie Ashley*

Co-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 377**  
*Introduction to Body Psychology: Embodiment*  
*Elena Giuffrida*

Co-Offered by the InterArts: Dance/Movement Studies Department.
Embodying Awareness introduces Somatic Psychology as the practice of making meaningful connections between emotional process and the expressions and symptoms 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 476**  
Dance/Movement Therapy: Current Topics - 2cr  
Diane Bartko  
Co-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 505**  
Authentic Movement - 2cr  
Kathy Reynolds  
Co-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 511**  
Kinesiology: Embodying the Study of Movement - 3cr  
Elina Giuliani  
Kinesiology means the study of (human) movement; it usually refers to the exclusive study of the body’s muscles. While the class will base its explorations on becoming familiar with all major muscle groups, the purpose of this intensive will be to find applicable and meaningful ways in which to add yet another layer of somatic understanding. The integration of the material happens through movement, body awareness explorations, individual inquiry and in-class study.

**PSY 516**  
Contemplative Mountaineering - 1cr  
Sherry Ellis and Faculty

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 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 good physical health and condition, patience, and a commitment to learn are required.

**PSY 527**  
Somatic Psychology Seminar - variable credit  
Visiting Faculty

**PSY 535**  
Anatomy & Physiology: Embodying Structure & Function - 3cr  
Elina Giuliani  
This 45-hour course offers an overview of all body systems. Students will begin to understand anatomical structures and physiological functioning by exploring, sensing, questioning and observing. The student's own process and experience will be a welcome and integral part of their learning. The class is especially designed for students in the somatic arts and allows for gentle integration of learning processes as it emphasizes knowledge based on experience and authentic inquiry.

**PSY 537**  
Dance/Movement Therapy Seminar - variable credit  
Visiting Faculty.

**PSY 547**  
Contemporary Issues/Somatic Psychology - variable credit  
Faculty

**PSY 557**  
Somatic Dance - 2cr  
Advoa Lemieux  
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.

**PSY 577**  
Developmental Issues/Somatic Psychology - variable credit  
Visiting Faculty
PSY 589
Cultivating Aliveness: Body Mind Integration - 1 cr
Susan Apašyan
The body harbors tremendous resources of aliveness, intelligence, tenderness and power. Liberating the basic awareness of the human animal nature creates a baseline of well-being. This course will teach students skills in a variety of Body-Mind Integration practices: Embodying Process, Sitting Meditation, Experiential Anatomy, Breathwork and Developmental Movement. These practices will be integrated both experimentally and through lectures on the cultural relationship to body. Students will gain the skills and understanding necessary to continue this work with their bodies alone on a daily basis.

PSY 606
Individual Movement Therapy Skills I - 1.5 cr
Christine Caldwell
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 - 3 cr
Ryan Kennedy
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 clinical process and are introduced to important assessment, diagnostic and treatment tools so that they are able to create their own assessment tools using the principles of psychology, dance/movement therapy and body-based psychotherapy. Prerequisite: For Somatic Psychology students only. Must have completed Abnormal Psychology or Psychopathology requirement and PSY 687: Clinical Orientation.

PSY 616
Foundations of Dance/Movement Therapy - 3 cr
Marge Theman
This course is designed as an introduction to the field of dance/movement therapy and studies how, historically, dance therapists have worked with groups. Dance therapy work and theory by Marian Chace, Blanche Evan, Trudi Schoop, and Mary Whitehouse will be experientially explored. Students will integrate their personal group histories with their style and approach to facilitating group process. This will be experiential and didactic. Prerequisite: For Somatic Psychology students only.

PSY 617
Group Process I - non-credit
Faculty
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 626
Psychology of the Body I: Reichian Lineage - 2 cr
Rekani Minton
In this graduate course, students will incorporate both theoretical and experiential knowledge of Reichian, neo-Reichian and post-Reichian body-centered therapies. The course explores an 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, self-knowledge is the strongest instrument. Therefore, exploring and expanding self-knowledge is also an emphasis during the course.

PSY 636
The Body and Its Psychological Patterns: Awareness and Observation - 4 cr
Susan Apašyan
This course focuses on how the mind is expressed through the body. Approaching the body both experientially and intellectually, this 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 686. 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 - 2.5 cr
Faculty

PSY 646
Meditation and Psychotherapy - 2 cr
Larry Welsh
During this course students 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 the dance 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. Through practice, intrinsic sanity arises and the first realization that mind exists—and then that it does not. Students will look at the relationship between sanity, neurosis, space, and energy.

**PSY 647**  
**A Body-Centered Approach to Couples Therapy - 2 cr**  
Keiko Minton  
Relational patterns — about intimacy, defensiveness, closeness, and space — are stored in the body’s feelings, impulses, and responses from the 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 652**  
**Essential Dance Therapy - 1 cr**  
Faculty  
This course is designed to provide an opportunity for program students to dialogue with leaders and experts currently working outside Naropa University in the Dance Therapy field.

**PSY 656**  
**Individual Movement Therapy Skills II - 1.5 cr**  
Christine Caldwell  
A continuation of the forms and practices begun in PSY656. Prerequisite: For Somatic Psychology students only.

**PSY 657**  
**Theories of Somatic Psychology - 2.5 cr**  
Christine Caldwell and Keiko Minton  
This course explores both Western and Eastern models for the body’s role in healing, it surveys modern psychotherapies and body-work forms which use expressive movement. Findings in current research which address body-based healing, and the role of the creative act in healing are examined. Prerequisite: For Somatic Psychology students only.

**PSY 667**  
**Group Process III - non-credit**  
Faculty  
This course is a continuation of PSY 617. Prerequisite: For Somatic Psychology students only.

**PSY 676**  
**Psychology of the Body II: Jungian Perspectives - 1 cr**  
Elena Giuliani  
Carl Jung was primarily interested in the psyche which he saw as distinctly different from the body. In this course students will look into Jung’s contributions and their applications to body therapies. The class will investigate how psyche/soma/spirit manifests in myths and dreams. Students will explore how these ideas, theories, and archetypal manifestations can be used personally and clinically.

**PSY 677**  
**Human and Career Development - 4 cr**  
Howard Apshayan and Lou Stenger  
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 683**  
**Group Movement Therapy Skills - 3 cr**  
Diane Bariko  
In this class students 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, Schmais and others will be studied. Prerequisite: For Somatic Psychology students only.

**PSY 686**  
**The Body and Therapeutic Change: Assessment and Facilitation - 2 cr**  
Susan Apshayan  
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 - 3 cr**  
Ryan Kennelly  
Offered by the Somatic Psychology (M.A.) Department.

The purpose of this course is to provide a supportive forum for beginning dance/movement therapists and body psychotherapists to integrate the basic principles of working within the mental health care delivery system from a body-centered, movement-oriented perspective. The required fieldwork experience during this course offers practical opportunities to explore these principles. Lectures and class activities focus on professional identity, ethics, standards of practice, counselling skills, documentation, treatment planning, and multimodal care. The first hour of each class is reserved for student support around fieldwork placement issues while the last two hours of class provide structured clinical training. Prerequisite: For Somatic Psychology students only. Must have completed the 100-hour fieldwork requirement.

**PSY 699**  
**Independent Study - 1-3 cr**  
Faculty
PSY 700
Research and Statistics - 2cr
Mark Peckler
This course surveys research methods and statistics as they apply to counseling psychology, psychotherapy, dance therapy and body psychotherapy. Topics include theoretical, rigorous, 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 706
Creative Arts Therapies - 2.5cr
Gregg Westwood
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 practice placements through exploration of leading movement oriented groups with multimedia. Prerequisite: PSY687. For Somatic Psychology students only.

PSY 707
Multicultural Issues - 1.5cr
Gregg Westwood
This course is designed to give an overview of multicultural issues and cross-cultural mores in relationship to the therapeutic process, including movement therapy. Students will examine their individual cultural norms and biases and will explore several cultures in depth. Prerequisite: For Somatic Psychology students only.

PSY 716
Family Systems Skills - 2cr
Suzanne Marie
The exploration of family and social systems as higher levels of body organization is the perspective of this course. It combines family and social systems theory with somatic perspective to provide an overview for treatment. 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
This course is a continuation of PSY 617. Prerequisite: For Somatic Psychology students only.

PSY 726
Laban: Movement Observation and Assessment - 3cr
Carolyn Mayfield
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 Body, Effort, Space, and Shape, based on these theories and cover basic movement observation and assessment principles from a Laban perspective. Prerequisite: For Somatic Psychology students only.

PSY 736
Methods of Psychotherapy - 1.5cr
Howard Aposhtyan
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 Aposhtyan
This course examines the emerging fields of Ecopsychology using Ted Roszak's The Voice of the Earth as the primary text. In an exploration of the ways in which human connectedness, or disconnectedness, from nature impacts individual body/mind health. A special emphasis will be placed on understanding the metaphorical and literal aspects of the earth as a sustainable body, and the notion of consciousness as pervasive.

PSY 747
Somatic Sexual Counseling - 1cr
Faculty
Sexuality is fundamental to the willingness and unwillingness to be in the body in the present moment, and conversely, bodily awareness and aliveness is fundamental to 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 756
Moving Through Birth and Death - 2.5cr
Christine Caldwell
In this course students explore two lifecycle areas that are rarely addressed in movement therapy. First, students will examine the effects of pre- and peri-natal trauma on adult patterns and pathologies. Second, the dying process is introduced as a vivid experience of
adult patterns and pathologies. Birth and death are treated as the two sides of the coin of the "living process" and their metamorphic use in psychotherapeutic practice is explored. Specific techniques and interventions which address these processes are taught. Prerequisite: For Somatic Psychology students only.

PSY 767
Group Process IV - non-credit
Faculty
This course is a continuation of PSY 617. Prerequisite: For Somatic Psychology students only.

PSY 777
Somatic Psychology Symposium - 1cr
Guest Faculty
This annual event brings leaders in the field of Somatic Psychology together to focus on a particular topic.

PSY 787
Cellular Consciousness: Meditation and Psychotherapy - 2cr
Susan Apothysar
Each human being has approximately 75 trillion human cells and an even greater number of non-human cells. Drawing information from cellular biology, psychoneuroimmunology, and clinical studies of heart transplant patients, students will explore the resource of cellular consciousness as a somatic basis for meditation and psychotherapy. In addition, this class provides an opportunity to review the theory of Body-Mind Psychotherapy (BMP) and gain further experience applying this approach clinically. Furthermore, it integrates various approaches to meditation into the practice of body-mind psychotherapy. Particular attention will be paid to tonglen meditation practice as well as meditative approaches to cellular consciousness and energetic awareness. Through practicing both meditation and psychotherapy, students will seek to understand the integration between various bodily levels of being: organismic, tissue, fluid, molecular and cellular. Prerequisite: PSY 685, The Body and Therapeutic Change, or permission of the instructor.

PSY 816
Dance Therapy Internship Placement IA - 2cr
Ryan Kennedy
Students receive credit for their internships through this class. A lab fee is assessed to provide 40 hours of one-to-one ADTR clinical mentorship. Prerequisite: For Dance/Movement Therapy students only.

PSY 816
Body Psychotherapy Internship Placement IB - 2cr
Susan Apothysar
Students receive credit for their internships through this class. A lab fee is assessed to provide 40 hours of clinical mentorship. Prerequisite: For Body Psychotherapy students only.

PSY 826
Dance Therapy Internship Seminar IA - 1.5cr
Diane Bartlo and Ryan Kennedy
After completing first-year requirements, each dance/movement therapy student enters a clinical internship and under ADTR mentorship, leads dance therapy sessions and 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 therapist to professional therapist. Prerequisite: For Dance/Movement Therapy students only.

PSY 826
Body Psychotherapy Internship Seminar IB - 1.5cr
Susan Apothysar
This course is for Body Psychotherapy majors who have completed their fieldwork requirements. It involves supervised practicum experiences that assist the student in clinical and professional activities. Prerequisite: For Body Psychotherapy students only.

PSY 836
Thesis Research Seminar - 1cr
Gregg Westwood
This course is designed to facilitate understanding of the American Psychological Association guidelines specific to writing a Master's thesis; examine the structure of a thesis; provide a forum to generate thesis topics that both engage the student and contribute to the field; and provide support around initiating and writing the Master's thesis. Prerequisite: For Somatic Psychology students only.

PSY 856
Preparedness - 3cr
Cherionna Mentain
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 866
Dance Therapy Internship Placement IIA - 2cr
Ryan Kennedy
Students receive credit for their internships through this class. A lab fee is assessed to provide 40 hours of ADTR clinical mentorship. This class is a continuation of PSY 816. Prerequisite: For Dance/Movement Therapy students only.
PSY 866
Body Psychotherapy Internship
Placement II B - 2cr
Susan Apooshian
Students receive credit for their internships through this
class. A lab fee is assessed to provide 440 hours of clini-
cal mentorship. This class is a continuation of PSY 816.
Prerequisite: For Body Psychotherapy students only.

PSY 876
Dance Therapy Internship Seminar II A - 1.5cr
Diane Bartko and Ryan Kennedy
After completing first-year requirements, each
Dance/Movement Therapy student enters a clinical
internship and Under ADTR mentorship, leads
dance/movement therapy sessions and groups. The
internship consists of 700 hours and includes participa-
tion in treatment team meetings, documentation,
clinical supervision, and in-service education. The class-
room seminar focuses on clinical mentorship with
supplemental readings, and also addresses integrative
issues in the transition from student therapist to pro-
essional therapist. Prerequisite: For Dance/Movement
Therapy students only.

PSY 876
Body Psychotherapy Internship
Seminar II B - 1.5cr
Susan Apooshian
This course is for Body Psychotherapy majors who
have completed their fieldwork requirements. It
involves supervised practicum experiences that assist
the student in clinical and professional activities.
Prerequisite: For Body Psychotherapy students only.

PSY 881
Extended Thesis - 0.5cr
Faculty
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 in the sixth semester of study,
and subsequent semesters, until the thesis is com-
pleted. Note: This class enables the student to defer re-payment of their financial aid loans.

Transpersonal Counseling Psychology (PSY)
Courses in this discipline are offered by the
Transpersonal Counseling Psychology (M.A.)
Department

PSY 500
Jung and the Gnostic World View - 1cr
Eleanor Aiden
This class will look at the Gnostic Gospels as descrip-
tions 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 recovered 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 502
Negotiating and Resolving Conflict I: Use in
Professional Practice - 1cr
Michael Caplan and Claire Riley
This weekend course focuses in the discovery and
potential use of conflict. Through role play, demonstra-
tion and discussion students will explore their
individual relationship to conflict and anger and
enhance an understanding of what it takes to get to
resolution. Topics include communication skills, inter-
vention, the use of intuition, working with difficult
people and working within organizations experiencing
rapid change.

PSY 509
Negotiating and Resolving Conflict II: Use in
Professional Practice - 1cr
Michael Caplan and Claire Riley
This weekend course will build on Negotiating and
Resolving Conflict I, which focused on the discovery
and potential use of conflict in our lives. Through role
play, demonstration and discussion, this course seeks
to advance the student to the arena of
negotiator/mediator/facilitator. Topics include interest-
based negotiating, power dynamics, working with
institutions, organizations and groups to reach creative
solutions.

PSY 514
The Diamond Approach: Fulfilling Human
Potential - 1cr
John Davis and Remnie Moran
Described and taught by Hameed Ali (A. H. Almaas),
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 519
A Feminist Perspective: Exploring Women's Issues
in Life and Therapy - 2cr
Christina Kaufman
A survey course of feminist issues and literature with
the purpose of providing a comprehensive exploration
on the construct of "Feminism". Students will be
encouraged to develop a view of feminism as a reac-
tion to an existing social model, and a social model in
progress.
PSY 520
Psychology of Wilderness Experience - 3cr
Jed Swift, Jessica Zeller & Rob Metzler
Ecopsychology, transpersonal psychology and wilderness rites of passage provide the foundations for this course, a week in a natural setting provides its grounding and focus. Camping in a primitive place, students will begin to experience their interdependence with the life around them. A period of solitude, with the option of fasting, helps to open to the transformative power of nature. Ceremonies help to connect to nature. The teachings, songs, dances and stories learned directly from nature help to give shape to life as a heroic journey, encouraging a soulful relationship to the earth that elicits a more authentic approach to service. Encountering wilder places in nature helps in recovering the wilder places, 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. Fee does not include camping equipment, transportation or food. Participants should be in good physical shape. By application and permission of instructor. $300 lab fee in addition to regular tuition and fees.

PSY 521
Touching the Moment: Mindfulness Retreat - 2cr
Dale Asrael
Each moment can be a source of richness and health if it is perceived with spontaneous awareness. Yet, in the stress of busy urban 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. This group retreat, appropriate for both beginning and experienced meditators, includes sitting meditation, yoga, brush-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. Prerequisite: PSY 621 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
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. Students will look at Jung’s ideas of the anima and animus, the development of thought through 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
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.

PSY 530
Journey to the Source I - 2cr
Deborah Bowman
Canoeing is one of North America’s rare contemplative sports. Students will 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, students will practice awareness focused on the “body of the earth”, of which they 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
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 602.

PSY 534
Basic Counseling Skills - 3cr
Darion Gracen
This class creates a foundation for working with a wide range of people. Some topics to be covered include listening skills, giving and receiving feedback, working with difference, conflict resolution, and focusing. Teachers, parents, administrators, environmentalists, child care workers, and students of many disciplines have effectively taken their learning from this class back into their work and personal lives.

PSY 541
Holotropic Breathwork - 1cr
Barbara Carter
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 543**

**Human Sexuality/Birth to Therapy - 2cr**

*Daphne Chiala*

Too often, sexuality suffers the same fate in therapy as it does in this culture: it is hidden, not to be discussed, treated as irrelevant, and it makes for discomfort. During this course, students examine issues that clients might bring to therapy, consciously or unconsciously. Students will start by looking at what they as therapists bring to their work and explore personal and cultural aspects of sex, touch, intimacy, passion, the body, erotica and pornography, developmental issues, alternative lifestyles, transpersonal elements, and more. Guest speakers are included.

**PSY 544**

**Maitri Space Awareness and Art - 2cr**

*Bernie Mark*

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 the opportunity to heighten sensitivity, open the heart, and refine perceptions as to how these energetic principles shape and color responsiveness to others and the environment. Students will familiarize themselves with these energies, glimpsing them both in their confused and awakened qualities. They will examine how they manifest in ways which construct and solidify experience, thus limiting perceptions, and appreciate them as expressions of an inherent wakefulness which promotes greater openness, connectedness, authenticity, and kindness.

**PSY 549**

**Ecopsychology Summer Program - 1cr**

*Faculty*

Ecopsychology is an emerging field which explores the reciprocal relationship between humans and the "more-than-human" world. As a non-dualistic approach, this field assumes that holding an illusion of separation between self and nature leads to suffering for both humans and the environment. Conversely, an awareness of connection and relationship can lead to healing. Ecopsychology seeks to offer models of living that are both ecologically and psychologically healthy. The Ecopsychology Summer Program will be offered as an annual event, focusing on cutting edge issues in the field of Ecopsychology. In addition, each Summer Program will emphasize and demonstrate the value of providing a contemplative orientation for deepening this work and we will seek to explore practical applications for bringing Ecopsychology into the world. Naropa, through these underlying goals, will be providing leadership and definition to this emerging field.

The annual program is envisioned as a four day event which highlights the interdisciplinary aspects of Ecopsychology. In addition to visiting faculty, both Naropa and local practitioners in the field will be featured. The target audience for the Summer Program will include Naropa students; professionals in mental health, environmental and contemplative fields; and the community at large.

**PSY 551**

**Ecopsychology - 2cr**

*Dalton Green*

Ecopsychology is an ancient and now re-emerging field of inquiry devoted to enhancing and healing the relationship with the natural world. It is about being both fully human and fully in relationship with the natural systems. 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*

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 "patriarchal" today, and therefore suspect. Yet powerful and relevant images of sacrifices, heroic journeys, sibling rivalry, betrayals and other motifs abound. Students will examine the stories to remove their "patriarchal persona" and find the ageless patterns of the psyche's journey, as well as to see the holographic way individual development is repeated in cultural development. Jungian background recommended.

**PSY 561**

**Biblical and Essene Archetypes - 1cr**

*Eleanor Alden*

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 sacrifices, heroic journeys, sibling rivalry, betrayals and other motifs abound. Students will try to examine the stories, remove their "patriarchal persona," to find the ageless patterns of the psyche's journey, as well as try to see the holographic way the individual development is repeated in cultural development.
PSY 562
Gold in the Shadow: Positive Aspects of Shadow Material - 1cr
Eleanor Alden
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." Students will explore ways of accessing shadow material to increase consciousness, develop creativity, and further individualization to mine for the gold in the personal.

PSY 563
Jung, Dreams and Creative Expression - 2cr
Deborah Bowman
The creative expression of dreams is a form of active imagination. Visions continue to unfold as their impressions from the mind's eye are painted and sculpted. Psychiatrist Carl Jung urged his clients to dialogue with the characters that came to them in their night reveries and suggested that a drawing could answer a dream riddle with which the intellect has wrestled in vain. In exploring dreams, students will utilize art materials, dramatic enactment and quiet reflection in order to deepen understanding of themselves and bring forth inspiration, creativity and change. Prerequisite: Introduction to Jungian Psychology or permission of the instructor.

PSY 569
Survey of Art Therapy - 2c
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. This course is open to undergraduate seniors with permission of the instructor.

PSY 575
Taming The Wild Horse: Working with Emotion Through Meditation - 2cr
Dale Astra
"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 "sitting 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. Prerequisite: "Touching the Moment: Mindfulness Retreat", weekthun, vipassana intensive, sesshin, or permission of the instructor.

PSY 582
Annual Transpersonal Counseling Psychology Conference - 1cr
Faculty
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, ecospsychology, psychotherapy and contemplative practice, initiation, and community and have included such esteemed faculty as Frances Vaughan, Roger Walsh, Laura Sewall, David Abram, and Malidome Some. Topics and faculty vary from year to year.

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

PSY 602
Introduction to Jungian Psychology - 2cr
Eleanor Alden
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. Jung's ideas about the structure of the psyche, the flow of psychic energy, complexes, archetypes, the collective unconscious, typology are explored as well as the ways a therapist can assist or deter the psyche's natural tendency to heal itself.

PSY 604
Art Therapy Skills I - 1cr
Michael Franklin
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 when working with 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: Techniques & Practice - 3cr
Laurie Rogenstein
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. Attention will be given to music as a means of communication within the therapeutic setting. However, the primary focus of this class is on verbal counseling skills which will be used in the music therapy setting. Class time will consist of lecture/discussion and experiential practice.

**PSY 610**

Human Development - 3cr
Dusey Freeman and Sandy Novak

This course is an exploration of the social, psychological, cultural, and spiritual aspects of human development including major child and adult developmental theorists as well as the applications of these theories to counseling. Students will be encouraged to revisit 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
Darren Green, Diane Guth, and Ben Cohen

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 experiential methods as well as audio and video taping. Prerequisite: Admission to the Transpersonal Counseling Psychology Program (required first-year course).

**PSY 621**

Psychology of Meditation I: Mindfulness Training - 3cr
Dale Asrael

Mindfulness, the ability to be fully present, is essential for the skilful 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 623**

Contemplative Dance Practice: Embodied Presence in Space - 2cr
Barbara Dileg

Contemplative Dance Practice invites students into the relationship between body and mind—"not two and not one" as is how Suzuki Roshi says it in Zen Mind, Beginner's Mind. This class will include sitting and walking meditation with guided work on posture and alignment, instruction in simple movement exercises to cultivate a personal practice of exercise and awareness, and the forms of movement improvisation that will inform contemporary dance. These forms are "corridors" and "the grid" and the "five eye practices". Contemplative Dance Practice is a 3 hour practice including meditation and personal movement both alone and with others. As a discipline it invites direct experience of the self in space with others. Specific exercises will be offered to cultivate a movement practice that is gentle, healthy and conducive to playfulness and creativity. Open only to master's level students with experience in meditation.

**PSY 624**

Art Therapy Studio: Process and Materials - 2cr
Bernie Marek

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. Prerequisite: PSY 604, Art Therapy Foundation Skills I and PSY 634, History and Theory of Art Therapy.

**PSY 625**

Music Therapy: History, Theory and Practice - 2cr
Mary Erickson

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 630**

Level I Training in GIM: Bonny Method of Guided Imagery and Music - 3cr
Laurie Ragenstein

The Bonny Method of Guided Imagery & Music (GIM) is a "music-centered" experiential therapy used to access and explore the human psyche. Developed and researched by Dr. Helen Bonny in the early 1970's, GIM is a primary psychotherapeutic modality leading to insight, emotional release, and core integration of body, mind and spirit. This course will be held in a residential retreat setting. There is an additional fee for room and board.

**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. Prerequisite: Admission to the Art Therapy Program.
PSY 651
Gestalt II: Experiment - 3cr

Faculty

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, topdog/under-dog, the four explosions, contact boundary, and satisfaction/frustration are explored. The process of a therapeutic experiment is introduced, and students learn to identify stages of a gestalt working. Prerequisite: PSY 601, Gestalt I.

PSY 654
Art Therapy Skills II: Transpersonal - 2cr
Mimi Farrelly-Hansen

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: Lifestyles & Career - 3cr
Laurie Rogenstein

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. Lifestyles and career issues will be explored as part of this class. 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 client in crisis. Class time will consist of lecture/discussion and experiential practice. Students will observe the clinical work of music therapists practicing in the Front Range area. Prerequisite: PSY 605, Counseling Relationship I/Music Therapy: Techniques & Practice; and PSY 625, Music Therapy: History, Theory, and Practice.

PSY 660
Clinical Assessment - 3cr
Dena Gitterman, Christina Kaufman

This course focuses on skills of assessment, treatment planning, the DSM IV, transpersonal assessments, and an introduction to psychoactive 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, Reta Porter, Darrin Grazen, and Ben Cohen

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: Techniques & Practice.

PSY 664
Child/Adolescent Development and Art Therapy - 3cr
Dottie Oatman and Susan Peterson

This course examines the cognitive, emotional, moral and artistic development of youth from birth to 18. Students will develop clinical skills through in class art experientials, role-plays and in-depth examination of the literature including assessment and treatment procedures, cultural influences, violence, trauma, substance abuse and divorce. Special attention to artwork produced by healthy and disturbed children is stressed throughout the semester.

PSY 699
Independent Study - 1-3cr
Faculty

PSY 670
Transpersonal Psychology - 3cr
Barbara Carter

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
Howard Apshihyan and Bruce Tiff

This course builds on the foundation provided by PSY 621, Psychology of Meditation I. Topics presented through lectures and reading 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 680
Group Dynamics and Leadership - 3cr
Christina Kaufman, Tom Barr, Bruce Swinehart

This course includes basic concepts and theories about groups, including development, dynamics, mechanics, problems, and styles of leadership, and 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
Dwuy Freeman and Deane Mullner
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 699
Independent Study

PSY 700
Research and Statistics - 2cr
Andy Derryey, Julie Greene and Mark Peckler
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 Allen
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. Students 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-Pauster
This course integrates the principles of group psychotherapy and group art psychotherapy with different populations. Included in the course will be basic concepts and theories about group dynamics including development, mechanics, problems, and styles and tasks of leadership. Class consists of lecture, writing, and experiential processes. Note: $20.00 lab fee. Prerequisite: PSY654.

PSY 705
Music Therapy Practicum I - 2cr
Faculty
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 710
Family Systems - 3cr
Dwuy Freeman and Sandy Novak
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. Trauma in the family, such as child abuse and domestic violence, is also covered. Prerequisite: PSY 610, Human Development.

PSY 711
Transforming Addictions - 2cr
Jack Lavino
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 in-patient and out-patient treatment are discussed. Students will explore the contributions, as well as the strengths and weaknesses, of 12-step and other self-help recovery groups. The interrelationship of alcohol and drug abuse and other addictive behaviors with attachment and bonding disruptions in early childhood and childhood trauma will also be investigated. Lectures, guest lectures, discussions, role play, and other experiential techniques are used.

PSY 712
Advanced Group Leadership Skills - 2cr
Faculty
Through this class students receive practical experience co-leading a support group. Contact with the instructor includes taped review of group sessions and discussion of advanced group leadership skills. Students apply for this course and are accepted based on recommendations and perceived readiness to lead a group. Prerequisites: Counseling Relationships II & I and Group Dynamics. Clinical Assessment is recommended.

PSY 714
Multicultural Issues in Psychology - 1cr
James Jordan
This course explores cultural differences within 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 Rugeinstein
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 required for passing the music proficiencies. Prerequisite: Permission of the department.

PSY 720
Meditation Practicum I: Cultivating Awareness In Everyday Life - 1cr
Dale Amrol and Faculty
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 723
Trauma, Dissociation & Gestalt: Working with Abused Children from a Gestalt Perspective - 1cr
Duane Mulher
A three part model addressing the therapeutic needs of the traumatized child is presented. The original impact of trauma and the resulting dissociation are laid out as the foundation of our work. Gestalt is used as the language which speaks to an abused child's inner conflict. (No previous Gestalt experience is required.)

PSY 732
Clinical Improvisation/Music Therapy - 2cr
Laura Beer
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. 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. Prerequisite: Must be enrolled in PSY 735, Music Therapy Practicum II.

PSY 733
Introduction to Clinical Hypnosis - 1cr
Thomas Barr
This course is designed as an introduction to clinical hypnosis. The course will include discussions of theories of hypnosis and current research, however, the major focus will be on developing skills in doing hypnotic inductions and integrating this clinical skill into the practice of psychotherapy.

PSY 735
Music Therapy Practicum II - 1cr
Faculty
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 745
Gestalt Dreamwork - 1cr
Deb Bowman
Fritz Perls heralded the dream as "the most spontaneous of our creations." Each character, object and landscape is an as-yet unowned aspect of ourselves, by owning the many parts of the dream through dramatic enactment one broadens, diversifies and heals the split between self and world. The process of assimilation reverses the projection of unidentified aspects of the self revealing life, creativity and wholeness. The fantastical nature of the dream is brought to awareness through experiential exercises that are sensory, concrete and spontaneous. The course includes Gestalt dreamwork theory, demonstration, practice facilitation and discussion of clinical and therapeutic applications.

PSY 754
Art Therapy Skills IV: Adult Development & Special Populations - 3cr
Michael Franklin
Students will learn to utilize a variety of art therapy assessments, documentation strategies and treatment modalities when working with a range of adult populations in clinical settings. Application of developmental theory will occur through hands-on experimentation with techniques designed to meet the needs of individuals suffering with mental illness and neurological impairment as well as survivors of trauma and individuals experiencing psychospiritual crises. Prerequisite: PSY704

PSY 761
Gestalt Theory - 2cr
Betsy Cannan
This course approaches Gestalt theory from the perspective of its roots in connection with four other approaches: body oriented psychotherapy, psychoanalysis, existential therapy, and transpersonal psychology. Following a review of Gestalt principles and practice, the course will explore connections between and differences from these other approaches. Prerequisite: at least one semester of Gestalt.

PSY 764
Art Therapy Clinical Observation - 1cr
Faculty
This course will provide an opportunity for students to develop and put into practice basic art therapy and
counseling clinical skills. Through a 75 hour practicum in area agencies or hospitals, students will learn how to formulate treatment plans and organize assessments. Emphasis is on developing and deepening observational skills that integrate both clinical knowledge and contemplative practice. Prerequisite: Completion of first and second year art therapy and transpersonal counseling courses.

**PSY 770**

**Meditation Practicum II: Developing Compassion for Oneself and Others - 1cr**

Dale Asrael and Faculty

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 Gauth

Using the Hakomi Method as a foundation, the class will study, explore, and experience the integrated use of the transpersonal, the personal, and the body in psychotherapy. Emphasis is on grounding transpersonal perspectives and experiences into everyday life. Hakomi is a method of mindful attention to the body and special states of consciousness. It is especially suited to the purpose of bringing the transpersonal 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

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 780**

**Therapy With Children and Adolescents - 2cr**

Ducey Freeman

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, students will look at children from a developmental perspective, tying developmental issues to emotional issues for the involved children and their “parents.” Students will explore and practice a variety of treatment techniques: where, how, and why they can be used. The class 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 791**

**Advanced Child & Adolescent Therapy - 1cr**

Ducey Freeman

An advanced course for working with children, adolescents, and their families, this course will focus on turning the theory of previous classes into the practical. Many case studies and demonstrations with class members as family members will be used. Students will receive the opportunity to practice with other students as well as present their own “cases.” The instructor uses a model that integrates developmental process, Gestalt, Psychodrama, and Family Therapy. Prerequisite: PSY 600, Child Development and PSY 780, Therapy With Children & Adolescents.

**PSY 800**

**Field Placement I - 3cr**

Faculty

The student works a total of 700 hours in community agency settings.

**PSY 804**

**Field Placement I/Art Therapy - 3cr**

Julie Glassover

Students work as art therapy interns for a minimum of 700 hours in community agencies, hospitals, and institutions according to AATA guidelines. At least 350 hours of direct client contact is supplemented by treatment team meetings, documentation, clinical supervision, and in-service training. Prerequisite: All required art therapy and transpersonal counseling psychology courses.

**PSY 805**

**Field Placement I/Music Therapy - 3cr**

Laura Beer

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 810**

**Professional Seminar & Ethics I - 2.5cr**

Darion Graeser, Roland Evans, and Reesa Porter

This course is designed to provide a supportive and instructional forum for students currently enrolled in field placement. Practical and theoretical issues related to the internship such as ethics, therapeutic technique and style, transferece and countertransference, professional issues regarding the organizational structure of mental health agencies, and the supervisory experience will be examined. Students are expected to discuss personal and professional issues related to specific cases and explore ethical questions that may arise in their internship. Prerequisite: Must be enrolled in PSY 800, Field Placement I.
PSY 814
Professional Seminar and Ethics I:
Art Therapy - 3cr
Faculty
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 (6-8 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 II:
Music Therapy - 2.5cr
Laurie Ruygenstein
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 830
Master’s Paper Seminar I - 0.5cr
Deborah Bowman, Betty Knowler, Barbara Carter, Dona Gitterman, Jack Levine, and other TCP faculty
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. Prerequisite: Students must be currently enrolled in PSY 800 and PSY 850, Field Placement I, II.

PSY 839
Master’s Paper Seminar II: Music Therapy - 0.5cr
Laurie Ruygenstein
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. Prerequisite: Students must have completed all prerequisites for Music Therapy Field Placement plus Research and Statistics and must be enrolled in PSY805: Field Placement V/Music Therapy.

PSY 840
Transpersonal Assessment Skills - 2cr
Darren Graven
This class offers an overview of several ancient and contemporary diagnostic tools which reveal what is "naturally unique" for the 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 849
Master’s Paper Seminar II: Music Therapy - 0.5cr
Laurie Ruygenstein
This course is a continuation of PSY 839.

PSY 850
Field Placement II - 3cr
Faculty
This course is a continuation of PSY 800.

PSY 854
Field Placement II/Art Therapy - 3cr
Julie Glassover
This course is a continuation of PSY 804.

PSY 855
Field Placement II: Music Therapy - 3cr
Laura Beer
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 860
Professional Seminar and Ethics II - 3cr
Roland Evans, Darion Graven, and Rema Porter
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
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 885
Music Therapy Thesis II - 1cr
Laurie Raganstein
This course is a continuation of PSY 875, Music Therapy Thesis 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.

Religion (REL)

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

REL 400
BA Meditation Practicum I - 3cr
Facult
During this course, students are introduced to sitting meditation practice drawn from the Tibetan Buddhist tradition of shenma-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 405
Foundations of Buddhism - 3cr
Facult
An introduction to Buddhism including survey of Buddhist history, philosophy and practice. Special emphasis on the basic Buddhist view and perspective as expressed in the life of the Buddha, the four noble truths, and the Buddhist understanding of the mind. The course will examine the close relationship between Buddhist thought and the central spiritual discipline of meditation.

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 415
Mahayana Buddhism: The Path of Compassion - 3cr
Facult
Mahayana Buddhism presents an ideal of the spiritual path that is grounded in love for all beings. This course examines the basic teachings and practices of the Mahayana path including the notion of emptiness, its inseparability with compassion, the bodhisattva vow, the cultivation of the awakened heart, and the six paramitas or transcendent actions in the benefit of others. Readings will be taken from the literature of both sutra (Buddha's word) and sastra (commentaries by great masters), and will also include writings of contemporary teachers.
REL 420
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 430
Introduction to Contemplative Christianity - 3cr
Priscilla Indopen
Christianity has a diversity of theologies and practices within it. This course will examine the contemplative/mystical tradition in Christianity and its recent recovery by mainstream Christians through the work of Thomas Merton and others. Students will also consider three current trends in the progressive wing of Christianity: 1) what theologian Matthew Fox calls creation-centered spirituality, as found in the Biblical tradition and medieval mystics, now being emphasized by ecological theologians, and the thought and practice of liberation theologians and its impact on the struggles of the Third World poor, feminists, and gays/lesbians, and the work of Jesus Seminar scholars to uncover radical message of Jesus in his historical context through the work.

REL 440
Religion in Human Experience - 3cr
Faculty
This course is an introduction to religion as it appears in the experience of people in various cultures and traditions, both pre-modern and modern. The course will include discussion of both literate religions (such as Hinduism, Buddhism, Islam, Christianity, Judaism) and non-literate, indigenous traditions (such as native American, African, etc.). An important part of the study will include questions of how to approach and understand the spiritual expression of oneself and others.

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 501W
Theravada Vipassana Weekend - 1cr
Faculty
When mindfulness meditation is practiced, the exquisite ordinariness of the movement of breath, of the sensation of the body sitting on the earth, and of the busyness of the mind and emotions is discovered. 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 sadaana 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: Introduction to Tibetan Buddhism - 1cr
Faculty
Buddhist meditation is based upon the path of seeing who we really are, very simply and naturally. The basics of sitting meditation practice from the Tibetan tradition will be introduced. Beginner or experienced meditation students will be guided will be guided in this direct experience of mind.

REL 506
Meditation Practicum: Nepal - 1cr
Clarke Warren and Faculty
Offered by the Study Abroad Program and 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 Naropa University, introduces meditation in a practical way, establishes a daily practice routine, and works individually with students experiencing the groundlessness of living in a foreign culture.

REL 507
Sanskrit I - 4cr
Andrew Schelling
This course provides an introduction to the classical Sanskrit language. The first year course includes developing familiarity with the Sanskrit alphabet (devanagari), mastering the conventions of euphonic combination (sandhi), and learning the basics of Sanskrit grammar. In addition, in first year Sanskrit, we begin reading texts from the classical Indian tradition, particularly selections from the Mahabharata and Ramayana and from some simple Buddhist texts (e.g., the Heart Sutra). Offered Fall 1999.
REL 508
Meditation Practicum: Bali - 1cr
Facility
Offered by the Study Abroad Program and 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 University faculty.

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 - 2cr
Clarke Warren
Offered by the Study Abroad Program and a core requirement for the Study Abroad Program in Nepal, this introductory course provides 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
Facility
Offered by the Study Abroad Program and a core requirement for the Study Abroad Program in Bali, this introductory course provides 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 526
Buddhist Traditions: Nepal - 4cr
Facility
Offered by the Study Abroad Program and a core requirement for the Study Abroad Program, this course integrates the practice of meditation with an overview of Indian and Tibetan Buddhism from a historical, philosophical and cultural perspective. Classes and readings are supplemented by day trips to monasteries, shrines and pilgrimage sites. The course is taught by Naropa faculty and draws on highly respected and accomplished Tibetan teachers from nearby monasteries. These include Thrangu Rinpoche, Tuku Ugyen, Rinpoche, and Chekyl Nyima, Rinpoche.

REL 529
World Wisdom: Jewish Literacy - 3cr
Rabbi Zalman M. Schachter-Shalomi
In the history of 3 millennia, Jewish civilization has produced a vast literacy corpus. This course will survey those literary treasures assuring that students become acquainted with the panorama of the Jewish tradition.

REL 530
Contemplative Hinduism - 3cr
Sreedevi Brinigi
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 2000.

REL 531
Sacred Earth - 3cr
Facility
This course is intended to be a reminder of attitudes long ago forgotten or discarded. Despite religious persecution and oppression, many indigenous cultures have retained their connection primarily because of their spiritual understanding. Traditional native culture is one of the many avenues to this understanding. This course will explore a native perspective of the circle of life from birth through death.

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

REL 535
Contemplative Judaism: Dialogue and Clash of Soul and Intellect - 3cr
Rabbi Mordecai Twersky 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 Hassidic 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
L.S. Summer
This course is a continuation of REL 507.

REL 540
Religions of China and Japan - 3 cr
Facility
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 552W
Zen Intensive - 1cr
Gerry Shishir Wick, Sensei

The teaching and practice of Zen Buddhism assumes that there is a Big Mind present in all mental and physical activities, that this Big Mind can be realized, and that its realization can be matured. The class will 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 - 3cr
Venerable Potlop, Rinpoche

For more advanced students, this course emphasizes reading and translation. This course is open to students who have studied for one year or more. The instructor will direct the reading of classical texts of Tibetan Buddhism. Prerequisite: REL 503 and REL 533.

REL 554W
Mahayana Meditation - 1cr
Faculty

When the vast network of pain and confusion in the world is experienced, one can become overwhelmed and full of despair. But the Buddhist tradition provides training which allows one to look deeply into this pain and confusion in order to discover the courageous heart available to everyone. This weekend introduces the lonjong (mind training) teachings of the 12th century Buddhist master Atisha which demonstrate in a practical way how to engage the world and to transform pain and confusion into compassion.

REL 556
The Three Jewels - 3cr
Venerable Potlop, Rinpoche

The three jewels of Buddha, Dharma, and Sangha provide a useful summary of the foundations of Buddhist tradition as it existed in its Indian homeland, in greater Asia, and now in the West. This course explores the history and meaning of the Buddha, the founder of Buddhism, in both historical and transhistorical perspective; a survey of the most important principles of dharma, the Buddhist teachings, in terms of “what has been taught” and “what has been experienced,” and an examination of the basic principles of Buddhist community, or the sangha.

REL 557
Sanskrit III - 4cr
Andrew Schelling

Continuation of the study of Sanskrit grammar. Concurrent with this, students will read selections from texts representing a variety of genres of Buddhist literature in classical Sanskrit including the Astasahasrika Prajnaparamita (Perfection of Wisdom in 8,000 Lines), treating the Mahayana doctrine of emptiness, the Sādhanāmpundarika (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 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 small Indian sect to a major Indian, then pan-Asian, civilization, with emphasis upon history, monastic and lay practice, art and architecture, education, and social issues. Special attention will be paid to the application of this material to the development of Buddhism in the West.

REL 572
Buddhism in Tibet - 3cr
Judith Simmer-Brown

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 Nikayas, 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 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
REL 581
Death and Loss as Contemplative Practice - 2cr
Victoria Howard

This course, a collaborative effort of Naropa faculty and Hospice of Boulder County staff, weaves together traditional contemplative and modern psycho-social approaches to issues of death, loss and bereavement. In addition to practical training in attending the dying person and their family, the class will explore cultural contexts, attitudes and rituals with regard to death and loss. The course is designed to help students meet a portion of the educational requirements needed for licensure as a death educator and/or bereavement counselor.

REL 583
Tibetan IV - 4cr
Ven. Rinpoche, Rinpoche

Readings in classical texts and ongoing practice in speaking Tibetan with a khenpo well-versed in the fine points of Buddhist philosophy. Prerequisite: REL 503, REL 553, and REL 553.

REL 587
Sanskrit IV - 4cr
Andrew Schelling

This course is a continuation of REL 557.

REL 600
M.A. Meditation Practicum I - 3cr
Dale Atrel 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). This course includes weekly discussion groups, individual meetings with a meditation instructor and daily meditation practice.

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. Open to Engaged Buddhism and Gerontology students. All others by permission of instructor.

REL 611
Abhidharma - 3cr
Judith Simmer-Brown

The Abhidharma or “higher dharma” represents a sophisticated philosophical distillation of the essence of the Buddhist teachings on the nature, structure and operation of the mind. This course provides a selective survey of the essential doctrines of the Abhidharma drawing on its classical formulations as they are found in schools such as the Sarvastivada, Theravada, and Yogacara schools.

REL 612, 622, 632
Special Topics in Engaged Buddhism - 1cr. per weekend course
C.B. Faculty

Special Topics is a container for week-end classes offered through Continuing Education. With their advisor, students will select three different weekends (from those offered for credit) during the course of the Engaged Buddhism program. The courses should complement the program’s vision and be relevant to the student’s journey. They will be taken on a “pass-fail” basis.

REL 620
Meditation Practicum II: MA level - 3cr
Dale Atrel 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 the self and other (tonglen).

REL 630
Contemplative Christianity - 3cr
Thomas Nelson, CM

This course examines the perceived and often experienced paradox between Contemplation and Action through an exploration of the Christian Contemplative Tradition from three perspectives. First, the spirituality of Jesus Christ, who stands at the center of the Christian Contemplative Tradition and challenges one to cultivate a compassion that finds its expression in nonviolence. Second, the historical development of the Christian Contemplative Tradition and the expressions of it in the lives of some of the significant mystics. Third, contemporary expressions of the Christian Contemplative Tradition in the lives and works of Thomas Merton, Teilhard de Chardin and Dorothy Day.

REL 635
Maitri and Mandala - 3cr
Jane Carpenter-Cohn and Giovannina Jibson

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: REL400, 600 and REL420, 620 or permission of the instructors.
REL 642
Introduction to Pastoral Care: A Systems Approach to Counseling and Mediation - 2cr
Roger Dorris
This class (in conjunction with REL 602) is a foundation class for the “Upaya Series,” four classes over the course of the Engaged Buddhism program which will address the skillful means necessary to engage the suffering of others. This course will introduce the student to the practical application of change agency from a contemplative view. The following perspectives will be explored: a psychosystems approach to pastoral care and counseling, conflict and the practice of mediation, archetypal transitions and the nature of leadership. Open to Engaged Buddhism students who have taken, or are taking, REL 602.

REL 645
Introduction to Contemplative Religions - 3cr
Faculty
This course explores the human thirst for spiritual experience and transformation in a selection of “contemplative” religions. Through this study, the class will attempt to understand how traditions see the meaning and purpose of life, and especially what they have to say to modern people living in a “ secular” and materialistic age.

REL 649
Issues in Spiritual Direction - 3cr
Rabbi Zalman Schachter-Shalomi
People in the helping professions often encounter intractable problems that do not yield to regular therapeutic strategies. Some of these problems have their origin in a spiritual dilemma. To recognize such problems and to enter into those regions with the client requires insightful and compassionate spiritual sophistication. Processes of spiritual direction and ethics connected with opening such inner caverns will be described. This course is open to students completing their internships in the transpersonal, contemplative, engaged Buddhism, and gerontology tracts, as well as faculty members of Naropa University and active clergy and chaplains.

REL 650
Dathun: Month of Intensive Meditation - non-credit
Faculty
Every summer, a month-long practicum (dathun) of intensive daily group meditation is held at a nearby mountain retreat center. Students practice shamatha-vipashyana (Tibetan-style sitting meditation) with the guidance of trained meditation instructors. This training provides direct insight into the nature of the Buddhist teachings on a personal level. This is a non-credit requirement for the M.A. degree. No credit hours. Can be taken for OOR credit of 4 credit hours.

REL 652
Creating Healing Environments - 3cr
Roger Dorris
Building on the material from the previous semester, this class will examine the nature of healing environments and will include experiential training in a variety of techniques from several traditions. Topics will include meditation from a transpersonal approach, trauma and recovery, patterns of archetypal healing, and the use of prayer and ritual in healing individuals and groups. Open to Engaged Buddhism Students who have taken REL 602 and REL 642.

REL 661
The Second Turning of the Wheel of Dharma: The Bodhisattva Path - 3cr
Judith Simmer-Brown
This course examines the philosophical view, meditation practice, and compassionate action of the bodhisattva path, as expressed in the Mahayana Buddhist “second turning of the wheel of dharma.” Discussion of the view will be based on key Mahayana sutras such as the Prajnaparamita, the Vimalakirti, etc. The meditation practice and compassionate action of the bodhisattva will be explored in “path” texts such as Santideva’s Bodhicaryavatara, Gampopa’s Jewel Ornament, and Asanga’s various works.

REL 682
Madhyamaka: The Teaching of Emptiness - 3cr
Venerable Palden 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 though 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 contemporary consonant and fresh perspective. Prerequisites: REL 686 or its equivalent, or permission of the department.

REL 699
Independent Study - 1-3cr
Faculty

REL 710
The Third Turning of the Wheel of Dharma: View and Practice - 3cr
Judith Simmer-Brown
In the third-turning teachings of Buddhism, the nature of mind and experience was presented through the paradigm of the feminine principle, the embodiment of wisdom of emptiness in compassionate manifestation. This course explores the rich literature of the late Indian and early Tibetan traditions of Mahayana and Vajrayana, in which the paradigm is most apparent.

REL 736
Engaged Buddhism Colloquium I: Field Placement Seminar - 3cr
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 topic presentations appropriate to the focus of the placements. Open to Engaged Buddhism M.A. students only.

**REL 742**
The Buddha Nature School - 3cr
Ven. Pounlop Rinpoche
The Buddha-nature or Tathagatagarbha school is best introduced through study of the important Indian treatises, such as the Uttaratantra and commentaries by Asanga and other Indian and Tibetan masters. These texts proclaim the enlightenment of all beings and the importance of meditation practice and penetrating insight to uncover this enlightenment. This course examines the Buddha nature texts in order to illumine the powerful teachings of inherent enlightenment that they transmit. Prerequisite: REL 682.

**REL 746**
Engaged Buddhism Field Placement - 6cr
Maxine Glaz, Roy Richey, and Faculty
The C.P.E. (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 issues and dynamics as these arise in the process of helping others.

**REL 754**
Community and Sacred World - 3cr
Roger Dorris
As a culmination of the previous classes in the "Upaya Series," this course will focus on the nature of community and sacred world. Working with principles of large group transformation and communal healing, we will explore the many roles of the bodhisattva (teacher, elder, healer) as one who joins heaven and earth. Open to Engaged Buddhism students who have taken REL 602, REL 642 and REL 652.

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

**REL 760**
Vajrayana Texts - 3cr
Venerable Pounlop, Rinpoche
This course includes readings in the literature of the Tibetan Vajrayana Buddhism, including texts on such topics as liturgy, history, sacred biography, and songs.

**REL 780**
Meditation Practicum IV: Mudra Space Awareness - 3cr
Lee Worley
Space can seem hostile or benevolent, seductive or enriching. One can either fight with the situation or work with it in a creative manner by recognizing it as it is. Our perceptions are colored by neurosis or heightened by openness. This course further builds on Space Awareness teachings of Chogyam Trungpa, Rinpoche, combining Mudra Theater exercises with Maitri practice. The specific exercises offer a means for developing an appreciation of one's self and others in the context of an active, changing space. Prerequisite: Meditation I, II, III or its equivalent.

**REL 785**
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. Students will explore the lives of Mohandas Karamchand Gandhi, Bhumibol Ambedkar, Sulak Sivaraksa, and Aung San Suu Kyi.

**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 - 3 cr
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 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. The 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 in the Spring Dance/Theater Arts Concert. Previous theater training is helpful.

THR 499
Independent Study - 1-3 cr
Faculty

THR 500
Actor's Journey: Fool's Caper - 2 cr
Carol Crutchlow

The only reason to perform on the stage is to illuminate some facet of human experience, whether by eloquence, passion or prattle. For this, students are put through a process which challenges naive and fondly held concepts about themselves. 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 504W
Acting Lab II: Spinning Straw into Gold - 1 cr
Wendy Allen

A class for performers who want to add costumes to their inventions as well as for people who just want a nifty get-up for the pageant of life. It will answer the question: "How do I make this thing I see in my imagination with little or no money?". Students will combine traditional costume techniques with unconventional problem solving, fabric with found objects and function with fun. Each student will design and create a costume with an eye towards the non-existent budget. Basic sewing skills are not necessary but helpful.

THR 507W
Acting Lab V: Movement, Text, Personal Stories - 1 cr
Faculty

How do stories affect lives? And how can we develop a creative relationship to these stories? In this course students will work with different forms of storytelling from movement, writing, sound and speaking to joining these together into a small sketch. Stories contain ordinary events illuminated by 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 to the first class, a title, a list of events, a sequence—some starting point.

THR 508W
Acting Lab VI: Comedy: Trivializing the Terrible - 1 cr
Lee Worley

This class will take a dose look at what's funny. Why do we laugh? How do we make others laugh? Can we laugh at ourselves? Students will begin by looking at some video clips of the great comics of modern times. They will also consider different comic venues such as music hall, vaudeville and circus. During the weekend students will practice inhabiting traditional comic roles such as the ass, the in the lead guy, the comic heroine and the straight man to see what they contribute to the comic moment. The aim is to use the situation to provoke mirth and merriment in hopes of becoming less fearful of foolishness and more inspired to tickle the funny bones of friends.

THR 520
Basic Acting - 3 cr
Lee Worley

This class is the foundation for the InterArts Studies/Theater track. Through theater exercises, students will examine who they are and how to interact with others. Classwork provides a playful opportunity for expanding 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 - 3 cr
Lee Worley

This course number is for students wishing to return to the material of THR 520. Prerequisite: THR 520.

THR 530
Musical Theater: Singing and Acting on the Spot - 2 cr
Bethyn Friend

This course is designed to foster student's connection to the uniquely American genre called "musical theatre," and to explore the potential of these works to help to realize new strengths as actors and singers. Students 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. They will examine the unique form of expression called "SONG," create...
Improvizations 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 537W**
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 fenthtime in the world, without and within each being. 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 538W**
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. These experiences are re-enacted while the person telling the story watches their experience from a different point of view. The class will reach 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. Students will be using playback theater forms, classic improvisational techniques, and theater games to explore spontaneity, story, and deep listening in this seminar.

**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. Writing assignments for scenes and character monologues and research into historical character are required. Two presentations during the term will be videotaped.

**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. Students explore how intentionally determines form and the way one's voice manifests as a unique expression. A forum is created 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, Rinpoche with the Maitri practice of the Buddha 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 ongoing 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.
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 and TRA Faculty

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 postures held in space. T’ai-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, Ellen Maun or Sue Dexter

The Shambhala tradition is a secular approach to meditation introduced into this country by Chogyam Trungpa, Rinpoch. 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 Bataan Faigao

The first third of the form is introduced. The philosophy and theory of T’ai-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 simulta-neously practice the katas of clear powerful attack, harmonious defense responses, and ukeme, the art of failing. 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 Maun & 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 Ki, Ki, Chu, or balance, lightness and attentiveness are also presented.

TRA 515
Yoga: Level I - 3cr
Ravi Dykema or Linda Morrell

This class presents an introduction to the vast tradition of Raja Yoga. Students gain both an understanding of yoga in its historical and social context and an experience of its methods, which constitute an in-depth exploration of breath, movement, and consciousness. Raja yoga helps one to live more in the present moment by directing attention to the body, sensations and feelings. The practice engages the body in a gentle dialogue with breath, the limbs, spine, and 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), and Yoga (work with the chakras), Jnana Yoga (deep relaxation practices), and Karmas (cleansing practices).

TRA 520
Ikebana - 3cr
Kyoko Kita, Sensei with Carol Halpenny

Sogetsu School, in conjunction with Kalapa Ikebana School, presents this special course on Japanese flower arranging. Kyoko Kita, Sensei, one of the foremost Ikebana teachers in this country. Students of any level from beginning to expert are welcome. Emphasis is on Ikebana as a contemplative or “dharma” art, using the discipline of the Sogetsu School as a basis.

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

The first third of the form is corrected. The second third of the form is taught. While continuing to work on the basic principles, the concepts of becoming more relaxed, soft, and open in our body and mind is emphasized.
TRA 530
Aikido II - 3cr
Jude Blitz
This 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.

TRA 535
Yoga II - 3cr
Ravi Dykema or Linda Marrell
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 Batsam 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 (tanto) may be introduced in order to intensify training. One begins to understand how practice might become a lifetime commitment.

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

TRA 565
Tai-Chi Ch’uan Level IV: Push Hands - 2cr
Jane Faigao and Batsam 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 experimentally 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 Dykema
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; students will examine what unites them as warrior wisdom traditions. There is a $7.00 materials fee.

TRA 585
’Tai-chi Ch’uan Level V: Sword Form - 1cr
Jane Faigao and Batsam Faigao
The ’Tai-chi Ch’uan sword is a practice that further extends the principles of integrated movement, relaxation, balance and ch’i while relating to an external object. This could be a brush, as in the realm of calligraphy and painting, or in this case, a sword. The sword is not wielded by using muscle and physical strength, but by using the body’s natural structural and dynamic characteristics and the forces that operate in the environment. By permission of the instructor, for students who have previous experience studying ’Tai-chi Ch’uan form and push hands.

TRA 589
Senior Colloquium - 1cr
Faculty
This course is required in the fourth semester. It is a process class and includes writing a journal which addresses how the student connects practice of 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.
Writing and Poetics (WRI)
Courses in this discipline are offered by the Writing and Poetics Department

WRI 310
Reading and Writing Workshop: Bioregional Poetics - 3cr
Andrew Schelling
This is a class for reading and writing poetry, with field excursions into mountains and watershed regions of Colorado's Front Range. Readings include Asian poetry, philosophies of language, and journal writings which 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. Particular attention will be paid to how poets work with wilderness and the diversity of plant and animal life, weather patterns, geological formations. Weekly writing assignments will be directed towards familiarizing students with the features and inhabitants of Front Range watersheds, and to considering how various forms of writing open themselves to the non-human orders. This course fulfills workshop or literature requirement. Open to B.A. Writing and Literature students, and others by permission of the department.

WRI 311
Writing Fiction: Variations on the Form - 3cr
Bobbie Louise Hawkins
Texts will be read from writers working in unusual formats, and students will write stories based on unconventional story forms, separating the components of "story" into exercises. This is intended to expand the student's frame of reference, apropos what qualifies as prose. Among the writers to be read are: Richard Brautigan, William Burroughs, Fay Weldon, and Grace Paley. Open to B.A. Writing and Literature students, and others by permission of the department.

WRI 320
Writing Poetry: We've Seen the Martians and They Are Us - 3cr
Thalia Field
This is a writing course for B.A. students interested in deepening their experience and experiment with poetry. A proposition: Poetry alienates us from languages and then somehow shows us how we've been living in them all along. The class will ask how language, which is already always abstract, interacts with the so-called "world" to achieve what is called poetic awareness. Students will focus on the role and power of the verbal image, with rigorous attention paid to the "thingness" of the world, and what happens when one stops seeking to talk "about" what we "mean" and rather explores the nature of meaning itself. Toward the end of the semester time and chance will be explored as poetic tools, by looking at the possibilities presented in procedural poetry and in longer or serial work. Assignments and in-class writing will be combined with short readings to complement the students' ongoing individual work. A hand-made book of poetry will be the culmination of the course. Open to B.A. Writing and Literature students, and others by permission of the department.

WRI 360
Writing Poetry: You Do It - 3cr
Anselm Hollo
An exploration of poetic forms based on students' writing and materials provided by the instructor. Course texts include The Teacher's and Writers' Handbook of Poetic Forms, edited by Ron Padgett, and American Poets Say Goodbye to the 20th Century, edited by Andrei Codrescu and Laura Rosenthal. Open to B.A. Writing and Literature students, and others by permission of the instructor.

WRI 361
Creative Writing for Non-Majors - 3cr
Two M.F.A. Students
Description - TBA. Open to non-major, upper-division Naropa undergraduates.

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

WRI 520
Literature Seminar: Ancient World Literature - 3cr
Reed Bye
The class will read ancient and classical texts from different parts of the world, most of which existed orally before being written down. Thematically, students will be looking both for threads of similarity and elements of difference, thereby gaining particular cultural and pan-cultural understanding. Some of the topics to be considered and compared are: the creation myth, the aspects and behavior of gods and "supernatural" beings in their interventions in "human" events, covenant, patronage, prophecy, sacrifice, and spiritual transformation. The function of the hero in ancient cultures, and his/her relation to the social state as it appears in these works will be closely explored. Readings will be substantial and include the following: selections from the Rig Veda and the Upanishads, the Mahabharata (Indian), the Epic of Gilgamesh, Enuna Elish, Innana's Journey to Hell (Sumerian), selections from the Bible, Old Testament (Hebrew) and New (Greek), Homer's Odyssey, Aeschylus' Oresteian Trilogy, selections from Ovid's Metamorphoses, Native American creation stories, the Mayan epic Popul Vuh, and the Icelandic Elder Edda. Open to B.A. Writing and Literature students, and others by permission of the department.
WRI 522
Practice of Translation - 3cr

Anselm Hollo

This is a workshop based on the idea that "translation" equals "transformation." How do the choices we make in vocabulary, style, conceptual approach, when we write anything at all, "translate out thoughts into words," affect the results? How do we know that the literature in translation we read is an accurate reflection of the original? What is an accurate reflection? These are a few of the questions to be examined, while attempting to create one's own translations, either from languages known, or from one kind of English to another. For theoretical and practical background, readings will be from The Craft of Translation, edited by John Biguenet and Reiner Schulte, and Nineteen Ways of Looking at Wang Wei, by Eliot Weinberger and Octavio Paz. Weekly assignments and discussion topics will be decided by consensus. Assignments will consist of individual or team projects developed in the workshop. Open to B.A. and M.F.A. Writing Program students, and others by permission of the department.

WRI 523A
Literature Seminar: Classic Modernism - 3cr

Rachel Bie

This is a survey of some of the major and representative works of literary modernism in English and U.S. prose and poetry. The modernist period, from roughly 1910-1935, comprises a notoriously multifaceted, protean, and often contradictory set of movements and trends in the arts, a fact mirrored in the unstable form and structures of its great characteristic works. Students should come away from this course with a sense of the aesthetic environment of the years 1910-1935 and a sense for the ways it has influenced the decades to follow. Included will be works by Nietzsche, Freud, Charlotte Gilmore, Hemingway, Henry James, T.S. Eliot, Stein, Langston Hughes, Pound, Williams, Jean Toomer, Diuna Barnes. The last half of the class will be spent on an intimate reading of Joyce's Ulysses. Open to B.A. and M.F.A. Writing Program students, and others by permission of the department.

WRI 523B
Literature Seminar: Twentieth Century European Poets - 3cr

Anselm Hollo

A reading of significant 20th century poets from various European countries and languages (Apollinaire, Rilke, Mayakovskiy, Lorca, Akhmatova, Södergran, Saluman, and others), with an emphasis on the poets featured in The Random House Book of Twentieth-Century French Poetry edited by Paul Auster. This is a required text. The class will discover and discuss cross-cultural influences by these writers on their American colleagues (from William Carlos Williams to Alice Notley). Open to B.A. and M.F.A.
Writing Program students, and others by permission of the department.

WRI 525
Trends in Contemporary Literature: Introduction to Contemporary Criticism - 3cr

Steven Taylor

This course is intended to introduce students to some basic terms and issues in contemporary critical thought such as: What is language and how is meaning produced? What is subjectivity and how is it produced? What is ideology and how does it shape the way we use language? How are identity, gender, sexuality, ethnicity, and class constructed in and through language? Readings will be selected from linguistics, psychoanalysis, anthropology, literary criticism and cultural studies. We will read, among other things, Jakobson on 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, and others by permission of the department.

WRI 526
Poetry Practicum: Wide Awake Writing Workshop - 1cr

Anne Waldman

Over two days students will practice written "experiments of attention," working with sense perceptions, dreams, gender perceptions, ritual objects, memory, erasure of first person, collaborative performance and the torquing of traditional form. Texts will be provided for discussion. Submission of a ten page manuscript will be required after the weekend. B.A. and M.F.A. program students only, and others by permission of the department.

WRI 528
Writer's Practicum: Designing A Writing Workshop - 2cr

Jack Collin and Let Christophsen

This professional training practicum (two weekends) will instruct M.F.A. writing students in the skills necessary for conceiving, organizing and teaching writing workshops on 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. The students will design and submit two syllabi and receive 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 530
Literature Seminar: The Feeling Tone - 3cr

Robbie Louise Hawkins

In this seminar the writings by: Evan Connell, Gabriel Garcia Marquez, Fay Weldon, and Maxine Hong Kingston will be studied. These writers come from dif-
foremost countries, reflecting their different life-styles and types of education. They are individually unique and important in the literary world for their insightful prose styles. The class will read Mrs. Bridge by Evan Connell, One Hundred Years of Solitude by Gabriel Garcia Marquez, Life and Loves of a She Devil by Fay Weldon, and The Woman Warrior by Maxine Hong Kingston. Two major papers requiring outside research will be assigned, as well as less demanding assignments on these writers and their works. Open to B.A. and M.F.A. Writing Program students, and others by permission of the instructor.

WRI 534
The Expository Essay - 3cr
Lee Christopher
In French essay means an attempt, a test, or a trial. In this course, students will experiment with their own thoughts within the structure of the essay's various forms. They will explore many of the possibilities. creative nonfiction affords them. For models, students will read essays by Montaignne, Virginia Woolf, Lu Hsun, Carlos Fuentes, Jorge Luis Borges, Ezra Pound, Henry Thoreau, James Baldwin, Andrienne Rich, Annie Dillard, Alice Walker, George Orwell, William Carlos Williams, E.B. White, Andrei Codrescu, and Ralph Waldo Emerson. To further broaden their perspective, students will use as model essayists the “Beats” such as Allen Ginsberg, Jack Kerouac, and William Burroughs. 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 writing process, time will be spent in reflection upon the ways in which problems were addressed and solved in our essays. Open to B.A. Writing and Literature students, and others by permission of the department.

WRI 535
Trends in Contemporary Literature:
Introduction to Feminist Criticism - 3cr
Steven Taylor
Is it possible for a woman to be? Is femininity definable? What have been the consequences of variously addressing these questions? What has been the impact of psychoanalytic theory, linguistics, critical theory and cultural studies on feminist thought? And what impact has feminist theory had in the academy, the literary arts, and popular culture? This course examines these and related questions through reading and discussing a few dead white males and the works of, among others, Goldman, Beauvoir, Irigaray, Kristeva, and Butler. Open to B.A. and M.F.A. Writing Program students, and others by permission of the department.

WRI 536
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 the tracks and habits of written speech and propel us into new linguistic/emotive terrain. The class will include a trip to the Boulder Museum of Contemporary Art for their current show, to which students will respond via a creative text, with discussion. Students will participate in assigned writing exercises and submit a final typed and bound manuscript, 6-10 pp. of creative work and a brief poetics statement. Texts will include works by Charles Olson, and Philip Whalen. Open to B.A. and M.F.A. Writing Program students, and others by permission of the department.

WRI 537
Prose Practicum: The House of Words:
Writing as Contemplative Practice - 1cr
Kristen Burruss
Writing is a process of listening to voices and responding to images created in inner and outer worlds. It is not only the delight but the responsibility of the artist or writer to quietly and intently focus; to capture each idea in the wind, in the mind, in the imagination. In this weekend course, over a period of two days, we will use an eclectic series of writing exercises to open doors to the creative imagination. Long and short writing experiments, dream exercises, and meditation, combined with brief responses to prose, poetry, and photographs, will allow each writer to challenge his or her own perceived limits in terms of genre, style, and creative process. Some work will be read aloud and shared. Students should anticipate generating an open mind and lots of energy. Writers should bring two relatively thick notebooks, one lined and one unlined, a number of free-flowing pens, and comfortable clothing. Open to B.A. and M.F.A. Writing Program students, and others by permission of the department.

WRI 580
Eco-Lit - 3cr
Jack Collom
“Ec” means “house.” our larger house has come to be the whole sphere. The class 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 contemporaries: Rachel Carson, Ed Abbey, McClure, Snyder, Sanders, Edward Hoagland, Wendell Berry, Annie Dillard, the Vonnegut of Galapagos, and others. Open to all B.A. and M.F.A. Writing Program students.

WRI 581
Project Outreach - 1-3cr
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, 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.
WRI 582
Letterpress Printing: The Well-Dressed Word - 3cr
Julie Seko
This course introduces students to the tradition of letterpress printing techniques. Students will learn how to hand-set type and operate platen or proof press using distributable type, fine handmade papers, inks of diverse color and tones. The class will develop composing and printing skills by breaking into groups in order to work on individual projects. Broadsides, poetry/prose chapbooks, and art books will be produced. Open to B.A. and M.F.A. Writing Program students only. $30.00 material fee, paid with tuition.

WRI 583
Letterpress Printing: First Impressions - 3cr
Brad O'Sullivan
As writers, the practice of setting movable type and printing texts by hand is an invaluable aesthetic and practical resource. This class will explore letterpress printing from the writer's point of view, bringing literary considerations to those of typography, bookmaking, visual design, and layout. As writers/printers, students 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, and others by permission of the department. $30.00 material fee.

WRI 810A
Practice of Poetry: Poetic Theater Lab - 3cr
Thalia Field and Anne Waldman
What does the "concrete present" of the stage mean for the writer coming off the printed page? The first six weeks of this course are designed as an introduction, through readings and hands-on experimentation, to the extra-linguistic properties of stagecraft which can be exploited in the creation of poetic theater. Readings from 20th century conceptual and performance art, along with short essays by Stein, Cage, Foreman, Artaud, Wilson, Novarina, and Langer will contextualize the written, rehearsed and staged work of the class. An evening of student work will be performed in the theater at BMoCA at mid-semester. The second part of the semester will focus on specific plays by modernist and contemporary poets, including W.B. Yeats, Gertrude Stein, Ezra Pound's Japanese Noh translations, Louis Zukofsky, Charles Olson, Frank O'Hara, Leslie Scalapino, Chris 'Tosh, Kenward Elmslie and others. Class will conclude with another evening of work in the theater at BMoCA. Students will be required to work on their own performance text/script. Open to M.F.A. Writing and Poetics students, and others by permission of the department.

WRI 810B
Practice of Poetry: The Poem and The Journal - 3cr
Andrew Schelling
The Journal as "literary form" has been seen that way in Japan for 1000 years, and encompasses daily keen observation, poems caught on the run, stabs at fiction, brief ruminations, swift assays of thought. Emphasis in this course is on reading and writing, walking and living with pen in hand - to keep a daily practice of notation: thoughts, studies, scholarly readings, news events, excursions, dreams, conversations. Weekly assignments prompt you to take notes like a spy. And then to consider-What lends discipline to the practice? We'll read in earlier practitioners-Sei Shonagon, H.D. Thoreau, Matsuo Basho-and recent writers who've gotten poetry from raw material of the daily entry: Joanne Kyger, Paul Blackburn, Bernadette Mayer, Gary Snyder. Open to M.F.A. Writing and Poetics students, and others by permission of the department.

WRI 813A
Creative Reading and Writing: Sequences - 3cr
Keith Abbott
This workshop will cover how longer works and collections are conceived, ordered, structured and edited. Narrative principles, point of view, aesthetic and linguistic patterns will be studied along with organizational editing. Fiction, poetry, drama and videos will be utilized. Works by Basho, Wm. Burroughs, Ted Berrigan, Harry Crews, David Mamet, and Kathy Acker will be studied. Books by Richard Brautigan, F. Scott Fitzgerald, L. Berlin, and Louise Erdrich will be read. Longer works by students are encouraged. Editing principles for fiction collections will be covered. Recommended for third semester M.F.A. students, as preparation for Final Manuscript semester. Third semester (or Pre-Manuscript semester) students in Prose concentration will have first consideration to register for this course. Open to M.F.A. Writing and Poetics students in prose concentration, and others by permission of the department.

WRI 813B
Creative Reading and Writing: Experimentation & Insurgent Voices - 3cr
Akihah Oliver
This course will look at the question of tradition-cultural, aesthetic, literary-and experimentation. Students will engage in the course through their crafting of an insurgent text. Course discussion will look at the value of experimental forms as a kind of counter narrative within a particular school, community, or writing tradition. Course readings are drawn from writers whose work plays within/out the boundaries of an African American literary tradition. The class will look critically at the work of seven contemporary "insurgent" writers, using their work to study why and how their use of experimentation challenges and changes the way we read and ultimately, dream, language. Writer's whose works will be read include: Harriet Mullen, Al. Ishmael Reed, Clarence Major, Nathaniel Mackey, Adrienne Kennedy. Students will work throughout the semester to experiment with form, imagery, voice and representation. Students are responsible for a mini-manuscript of 15 to 20 pages of an experimental text as well as an academic paper in which they discuss the intent and purpose of their choice of experimentation. Open to M.F.A. Writing and Poetics students only.
WRI 821A
Practice of Fiction: Narrative / Transition - 3cr
Bobbie Louise Hawkins

TRAVEL IN the carrying agent within prose. It gets the story and the protagonist elsewhere in time and geography. Sometimes it is foreshadowed, as if one hears music before entering the room, sometimes it hovers like an aftertaste. But it is ALWAYS significantly linked with the tempo and movement of the story line. In this class students will do exercises, in and out of class, based on a variety of transitional modes. Students will also be writing stories with an emphasis on the transitions. Open to M.F.A. Writing and Poetics students only.

WRI 821B
Practice of Fiction: 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 movies by Sam Shepard, Linda Berlin, Louise Erdich, David Mamet, Lorrie Moore, Elinor Leonard, Lillian Heilman, Raymond Chandler, and Quentin Tarantino, among others, will be studied. Half the class will be devoted to critiquing student writing; half to assigned texts and assignments.

Recommended for the M.F.A. students in prose concentration who will have first consideration to register for this course. Open to M.F.A. Writing program prose track students, and others by permission of the department.

WRI 860
Practice of Poetry (Section A): Composition & Critique - 3cr
Anselm Hollo

This writing workshop will focus on the participants' own poems, their intentions and realizations, triumphs, disappointments, and creative mistakes. We will bear in mind John Ashbery's remark: "It's rather hard to be a good artist and also be able to explain intelligently what your art is about. In fact, the worse your art is, the easier it is to talk about it. At least, I'd like to think so." The book Unending Design: The Forms of Postmodern Poetry by Joseph M. Conte (Cornell University Press) will be required reading; highly recommended is Talking in Tranquillity: Interviews with T.S. Eliot (O Books). Open to M.F.A. Writing program students, and others by permission of the instructor.

WRI 860
Practice of Poetry (Section B): -3cr
Faculty

Description - TBA. Open to M.F.A. Writing program students, and others by permission of the instructor.

WRI 863
Literature Seminar: William Blake - 3cr
Reed Bye

The emphasis in the course will be on a thorough reading of a wide selection of works from Blake's canon. These will include many of the illuminated books, including the Songs of Innocence and Experience, the Book of Urizen, America, Europe, and Milton, as well as the Four Zoas, the Pickering manuscript and Blake's marginalia and letters. As a secondary field of reference, the class will examine Blake's visionary poetics through a variety of interpretive analytics, from deconstruction to some recent feminist, marxian, and psychoanalytic theory and traditional Buddhist Abhikarma psychology. Open to M.F.A. Writing program students, and others by permission of the instructor.

WRI 871A
Practice of Fiction: Bad Business: Mysteries - 3cr
Keith Abbott

This workshop will concentrate on setting, character and scene. Our texts will be mystery or crime novels: Dashiel Hammett The Maltese Falcon; Sue Grafton C Is For Corpse; Raymond Chandler Farewell, My Lovely; France Fyfield Not That Kind Of Place; Earl Emerson Rainy City; Elmore Leonard 52 Pickup. The weekly assignments will come from these texts. This course, with instructor's permission, may satisfy credit requirements in literature. Half the workshop time will be spent discussing texts, the second half on critiquing student manuscripts. Open to M.F.A. Writing and Poetics students only.

WRI 871B
Practice of Fiction (Section B): Character and Monologue - 3cr
Bobbie Louise Hawkins

The commonplace speaking voice that delineates character and determines character development is the basis for the writing students will do in this class.

Monologues are a classic learning mode for characterization. Writing and video performances by writers/performers will include: Alan Bennett (The Madness of King George, Pitch Up Your Tents), Eric Bogosian, Whoopi Goldberg, Ntozake Shange, and more. The focus is not the dramatic play writing aspect but the character/voice speaking itself onto paper. Open to M.F.A. Writing and Poetics students in prose concentration, and others by permission of the instructor.

WRI 873
Creative Reading and Writing: Golden Bees and Turkish Beggars - 3cr
Kristen Iversen

This course involves the rigorous practice - and play - of fiction, fiction as a spontaneous and studied interpretation of the world and the self; as tempered emotion, as political expression, as an experiment in style. By using short, provocative readings from classic and contemporary authors, the class will explore aspects of voice, style, character and structure. Conventional and unconventional approaches to the process of writing will be discussed, including prewriting, drafting, structuring, editing, revising, and (most importantly) re-visioning. Students will write a number of short exercises to a final, polished portfolio of work. The class will conclude with a discussion of how and where to send completed manuscripts with respect to magazines, journals, publishers, and contests. Open to M.F.A. Writing program students only, and others by permission of the instructor.
CORE FACULTY

Keith Abbott  Writing and Poetics
B.A., San Francisco State University,
M.A., Western Washington University

Keith Abbott hails from the Bay Area, but was born in the Pacific Northwest, an environment often used as a backdrop for his writing. His recent books are: First Thing Coming (Coffee House Press), and Downstream From Trout Fishing in America: A Memoir of Richard Brautigan (Capra Press). His next book, Racer, was characterized by a German reviewer as being about “James Dean’s younger brother, only not nearly as noble.” He is an accomplished calligrapher and painter with several solo shows.

Susan Apooshyan  Somatic Psychology
B.A., University of Virginia,
Graduate study, New York University,
M. A., The Naropa Institute

Susan Apooshyan (L.F.C.) received certification from the School of Body-Mind Centering in Amherst, Massachusetts, under the direction of Bonnie Balnbridge Cohen. She has studied psychology, and biomechanics on a graduate level at institute of Virginia and New York Institute, 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 Naropa. She is the author of Natural Intelligence.

Dale Asrael  Transpersonal Counseling
B.S. Northwestern University,
Certificate In Elementary & Secondary Education,
Notre Dame University

Dale Asrael 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 Vidy School. A student of the Ven. Chogyam Trungpa, Rinpoche since 1973, 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 Atchley  Gerontology & Long-Term Care
A.B. Miami University,
M.A., Ph.D. American University

Robert Atchley 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 8th edition (1997). He is a former Distinguished Professor of Gerontology at Miami Institute in Oxford, Ohio, and also served as the director of Scripps Foundation at Miami University. He is the Chair of the Department of Gerontology.

Richard Brown  Early Childhood Education
B.A., Knox College,
graduate study, Earlham School of Religion,
Certificate In Elementary Education, Institute of Denver,
M.A., The Naropa Institute

Richard Brown has practiced educational therapy and taught early elementary grades in public schools. He taught for seven years at The Vidy School, 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 Naropa University.

Diane Butler  Dance/Movement Studies
B.F.A., The Juilliard School,
M.A. Wesleyan University

Diane Butler assisted New York choreographer Ruby Shang in setting site-specific works in the U.S., Europe and Japan from 1983-90. Sites included the Cooper Union Project, Eiffel Tower, NY Public Library, Lincoln Center, and collaborations with Bill T. Jones and Butoh artist Akaji Maro at the American Dance Festival, St. Marks Church and Yoga Festival (Japan). She served as a Teaching Artist for The Lincoln Center Institute and as a guest artist for the Colorado Dance Festival. Performing Arts High School, Rutgers University, Hofstra University, and studios or festivals in Western and Central Europe and Japan. In 1990 she was invited to perform and teach in Colorado communities through the Aesthetic Education Institute and Young Audiences. She has received grants from the Colorado Council on the Arts, Neodata Endowment, and Boulder Arts Commission for her creative work and was awarded a 1995 Djerassi Artists 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 Bye is the author of four books of poetry including Passing Freaks and Graces and Heart’s Bestiard. He has taught classes in Dharma Art as well as classic and contemporary literature at Naropa University. He is currently Chair of the Department of Writing and Poetics.

Jane Carpenter-Cohn  Contemplative Psychology
B.A., State University of New York-Oswego,
M.A., The Naropa Institute

An educator for 25 years, Jane Carpenter-Cohn 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. Chögyam Trungpa, Rinpoche since 1975 and has taught and coordinated programs for Shambhala and Buddhist centers over the last 15 years. She is an accomplished ikebana instructor and continues to 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 Carter is certified in Holotropic Breathwork by Stanislav Grof with whom she has studied extensively. She has worked in schools, hospitals, corporations, and clinics as a teacher, therapist, consultant, and supervisor emphasizing the compassionate integration of mind, body, and spirit. She is a licensed clinical psychologist in private practice in Boulder and Westminster.

Lauren Casalino Contemplative Psychotherapy
B.A., Rutgers College,
M.A., The Naropa Institute
Lauren Casalino has been a faculty member in the M.A. Psychology: Contemplative Psychotherapy Department since 1990. In private practice for the past nine years, Lauren specializes in intensive home-based treatment. She also volunteers with hospice and The Humane Society, facilitating bereavement support groups.

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

Barbara Dilley Dance/Movement Studies
B.A., Mount Holyoke College
Barbara Dilley 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 Naropa Institute and was its director for eight years. She served as president of Naropa from 1984-93, and returned to the faculty in 1994. She teaches contemplative dance art in Germany, Switzerland and France.

Roger Dorris Religious Studies
A.A.S., B.A., Metropolitan State College of Denver,
M.A., The Naropa Institute
Roger 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 Karmacholing in Vermont. He is core faculty and director of the Socially Engaged Buddhism M.A. program.

James Emery Contemplative Psychotherapy
B.A., University of Colorado,
M.A., The Naropa Institute
James Emery is a graduate of the M.A. Psychology: Contemplative Psychotherapy program. Since graduating, he has been involved with this department in various capacities since 1990, such as faculty member, Practice Coordinator, Admissions Committee member, Internship Coordinator, and is currently a member of the Faculty Leadership Team. He has also been the Internship Co-Coordinator for the M.A. Gerontology and Long-term Care Management program at Naropa. James has worked extensively as a Team Leader and therapist with the Windhorse Treatment Model and is the Co-Director for Windhorse Community Services, Inc. He is a Professional Counselor licensed in the state of Colorado.

Bataan Faigao Traditional Eastern Arts
B.A., University of San Carlos (Philippines),
M.A., New York University,
M.F.A., The Naropa Institute
Bataan Faigao began studying T'ai-chi Ch'uan with Grand Master Cheng Man-ch'ing in 1968 and for the next seven years studied under his guidance. He has been teaching T'ai-chi Ch'uan since 1976. He is a full-time faculty member at Naropa University and co-chair of the Traditional Eastern Arts Department. He is also co-director of the Rocky Mountain T'ai-chi Ch'uan Foundation.

Jane Faigao Traditional Eastern Arts
B.A., University of Minnesota,
M.A., New York University
Jane Faigao began studying with the late Grand Master Cheng Man-ch'ing in 1968 and for the next seven years studied under his guidance. She has been teaching T'ai-chi Ch'uan since 1976. She is a full-time faculty member of Naropa University and co-chair of the Traditional Eastern Arts Department. She is also co-director of the Rocky Mountain T'ai-chi Ch'uan Foundation.

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

Darion Gracen  
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 Gracen 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 Louise Hawkins has written 12 books of fiction, non-fiction, poetry and performance monologues. She has performed her work at Joseph Papp’s Public Theater, Bottom Line, and Folk City in New York City. In England she has worked with Apples and Snakes and read at the Canterbury Festival and the Poetry Society. She wrote a one-hour play for NPR’s The Listening Ear. She directs the fiction track in Writing and Poetics at Naropa.

Anselm Hollo  
Writing and Poetics
University of Helsinki, Institute of Tubingen
Anselm Hollo is the author of 35 books and chapbooks of poetry, including Maya, Sojourner Microcosmos, and Pick Up the House. Recent books include Near Mass Hailu, and West Is Left on the Map. His work has been widely anthologized and he is a recipient of an NEA Fellowship in Poetry, two grants from The Fund for Poetry, and the Government of Finland’s Distinguished Foreign Translator’s Award for long service to the literatures of Finland. A native of Helsinki, Finland, he has lived in the U.S. since 1967, teaching poetics and translation at many colleges and universities. Authors whose works he has translated include Paul Klee, Bertolt Brecht and Jean Genet.

Victoria Howard  
Gerontology
B.A., Barnard College of Columbia University,
Ph.D. candidate, Union Institute
Victoria Howard founded and directed Dana Home Care, a national, non-profit organization providing in-home care for frail seniors. She currently teaches in the Contemplative Psychology, Gerontology, Engaged Buddhism, and Transpersonal Psychology programs at Naropa. Ms. Howard has assisted in the development of a number of innovative senior care residences and consults for elder care agencies and facilities in the Denver-Metro area.

A. d’Forrest Ketchin  
Environmental Studies
B.A., Georgia State University,
M.A., M.Ed., Ph.D., University of Colorado
Forrest Ketchin 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 impact to public lands Institute of Arctic and Alpine Research, CUI. Her pursuit of these interests, and her multi-disciplinary approach have led to a variety of professional and volunteer efforts, including several awards.

Ryan Kennedy  
Somatic Psychology
B.A., University of Oregon,
B.S.N., Regis University,
M.A., The Naropa Institute
Ryan Kennedy is a member of the Academy of Dance Therapists Registered (A.D.T.R.), a licensed Professional Counselor (L.P.C.), a Registered Nurse (R.N), a Level Three Certified Addictions Counselor (CACIII), and a Certified Massage Therapist (CMT). In addition, he has completed extensive training in marriage and family therapy and is a certified domestic violence counselor. His clinical background includes extensive work with chronic and persistent mental illness, trauma and disassociative 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 maintains a private psychotherapy practice working with individuals, couples and families. He is currently on the approval committee of the American Dance Therapy Association and has been president of the Rocky Mountain Chapter of the American Dance Therapy Association.

Nicoll McGough  
Somatic Psychology
B.A., Colorado College,
M.A., The Naropa Institute
Nicoll McGough (A.D.T.R., L.P.C.) is a registered member of the American Academy of Dance Therapists and a licensed professional counselor. She has been involved in the wellness and mental health care delivery system for more than 12 years, working with a multitude of different populations. An expressive arts therapist, Nicoll uses movement, various art media, adventure therapy, music and send tray work to facilitate client actualization and the healing process. Nicoll is a full-time faculty member at Naropa, 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 Miller is the Chair of the InterArts Studies and Director of the Naropa Music Program. He has toured and recorded with Art Lande, Tuck and Patti, Peter Kater, R. Carlos Nakai, David Friesen, and Bill Douglas, as well as poets Anne Waldman and Allen Ginsberg. With jazz pianist Art Lande, he has recorded two albums of improvised duets, The Story of Ba-Ku, and Prayers, Germs and Obsessions and World Without...
Cars, as well as two award-winning children's albums featuring Meg Ryan and Holly Hunter. With pianist Peter Kater, he has recorded nine albums including Migration, Honorable Sky, and Rossettas, 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 Parker has lived and traveled extensively throughout the Himalayas and Central Australia. Before coming to Naropa, she taught Geography and International Studies at the Institute of Oregon, and directed the Program Director at Interface in Boston and directed a national Buddhist Organization, the Dzogchen Foundation. She has received Fulbright and NSF research grants 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.

Ven. Dzogchen Ponlop, Rinpoche Religious Studies
Ka Rabjampa, Rumtek Shedra, Sikkim Acarya, Sanskrit Institute
Ven. Dzogchen Ponlop, Rinpoche, is the 7th of his incarnation line, connected since the time of the 5th Dalai Lama with a group of monasteries in eastern Tibet. His birth was predicted by His Holiness the XIVth Karmapa, who recognized him and ordained him. Ven. Ponlop, Rinpoche has received the most important Kagyu and Nyingma teachings and empowerments from His Holiness Karmapa, His Holiness Digo Khyentse, Rinpoche, and other great teachers. He was trained by Khenchen Thrangu, Rinpoche, and Khenpo Tsultrim Gyamtso, Rinpoche, at Karma Shri Nalanda Institute, the shedra or monastic college at Rumtek monastery in Sikkim. He has taught many Western students, and is the director and main teacher of the Ngedon Academy at Gampo Abbey in Cape Breton, Nova Scotia. 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 Ray 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 Institute 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 Institute,
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 monastery in Tibet. Gyalwawa Karmapa and Digo Khenrten Rinpoche were his root gurus and he has studied and practiced under the guidance of many distinguished gurus from all the traditions of Tibetan Buddhism. He has been a professor of Tibetology in India for the last seventeen years and has produced teaching material and books in Sikkim. Among his publications is a book on the foremost Jamgon Kongtrul and the rime movement.

Laurie Rugenstein Transpersonal Counseling
B.M., Berklee College of Music,
M.M.T., Southern Methodist University
Laurie Rugenstein is a board-certified Music Therapist. She is the Coordinator of the Music Therapy Concentration at Naropa. Laurie developed and implemented a music therapy program for Hospice of Boulder County and maintains a private practice, using clinical improvisation and the Bonny Method of Guided Imagery and Music. Laurie plays fiddle and bass professionally and is a member of the Kroku Drummers.

Rabbi Zalman Schachter-Shalomi Religious Studies
Ph.D. Hebrew Union College
Rabbi Schachter has held the World Wisdom Seat at Naropa University and is Professor Emeritus at Temple Institute. 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 eldersing is forthcoming.

Andrew Schelling Writing and Poetics
B.A., University of California, Santa Cruz,
Special Studies, University of California, Berkeley
Andrew Schelling came to Colorado from seventeen years residence in northern California where he studied Pacific Basin cultures and collaborated with urban poets of the San Francisco Bay Area. Poet, translator, essayist, his principal studies are in ecology, natural history, anthropology and linguistics. Travels have been through India and the Himalayas, more recently Mexico and the Southern Rockies. A scholar of the lit-

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 Simmer-Brown was trained in South Asian Religious Studies and Sanskrit at Columbia University, University of British Columbia, and Walden University. Before coming to Naropa in 1978, Dr. Simmer-Brown taught at Fordham and Western Washington University. 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 University’s Religious Studies department.

Robert Spellman  Visual Arts
B.F.A., Massachusetts College of Art
Robert Spellman has worked as a painter, graphic designer, illustrator, piano rebuild, and musician. His paintings have been exhibited in both group and solo shows. He has also practiced and taught Buddhist meditation for twenty-five years; directed Dorje Khung Dzong, a rural retreat center for 6 years; and Karma Dzong, an urban meditation center in Boulder, Colorado for 3 years. He is currently the Chair of the Visual Arts Department at Naropa.

Philip Stanley  Religious Studies
B.A., University of North Carolina-At-Chapel-Hill,
M.B.A., University of Michigan,
M.A., University of Virginia,
Ph.D. Candidate, University of Virginia
Philip Stanley was trained in the History of Religions program at the University of Virginia, concentrating on Indo-Tibetan Buddhism and Tibetan language. His doctoral dissertation is on the eighth to tenth century roots of the Nyingma School of Tibetan Buddhism and its nine vehicle system. He has been a student of Trungpa, Rinpoche since the first session of the Naropa Institute in 1974. Philip has taught Buddhism for 19 years and Snabhala Training for 17 years. He received a Fulbright-Hays Fellowship for his doctoral research in Asia. Previously he taught at St. Mary’s Institute in Halifax, N.S. He is a member of the Nalanda Translation Committee and a teacher for the Nitartha Institute founded by Ven. Dzochen Ponlop, Rinpoche.

Steven Taylor  Writing and Poetics, InterArts
B.A., Glassboro State College,
Ph.D. Candidate, Brown University
Steven Taylor has toured internationally as a musical arranger and performer with many renowned artists including Allen Ginsberg, Anne Waldman, and The Rugs. 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.

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  Naropa College Core
B.A., University of Illinois,
M.A. Vermont College of Norwich University
Candace Walworth has twenty years of experience as an educator, teaching in settings ranging from alternative high school to community college. Before coming to Naropa, she taught for six years with a professional theater company, the United Mime Workers, and was active in community-based arts programs. She helped to design and develop the Naropa Core curriculum and currently teaches writing and literature in the Core. Her special areas of interest include eco-literature and wilderness-based improvisational theater.

Karen Kissel Wegela  Contemplative Psychotherapy
B.A., University of Rochester,
M.A., Boston University,
M.A., University of Denver,
Ph.D., Union Institute
Karen Kissel Wegela directed the M.A., Psychology in Contemplative Psychotherapy program for nine years and continues to be a member of the Faculty Leadership Team for the program. 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 Worley 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 Chelin, Sam Shepard, Jerzy Grotowski,
Julian Beck, Judith Malina, Jean-Claude van Itallie and
Jean-Jacques Lebel among others in the formative
years of ensemble theater in New York and Paris. She
taught at Sarah Lawrence College and the New School
for Social Research, and in 1974 created the Theater
Studies Program at Naropa. In the fall of 1991 she
was guest artist at the Cleveland Public Theater.
Currently she divides her time between Naropa and
working with a Mudra Theater group in Europe.

NAROPA BOULDER ADJUNCT FACULTY

Eleanor Alden  L.C.S.W.
M.S.W., University of Washington, Seattle,
M.B.A., University of Puget Sound
Eleanor Alden has been a clinical social worker since
1968. She was on the faculty, teaching psychology to
physicians at the Mercy Family Medical Residency
Program in Denver from 1982 through 1989. She has
been in private practice since 1984. She has studied
Jungian Depth Analysis for six years at The C.G. Jung
Center of Denver and the Inter-Regional Society of
Jungian Analysts. Ms. Alden currently presides as
President of The C.G. Jung Center of Denver.

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

Wendy Allen
Wendy Allen holds a degree from UNC-Charlotte
where she studied costume design, directing, music
and dance. She has also attended The Naropa Institute
where she received a certificate of studies in InterArts.
She currently resides in San Francisco where she cre-
ates music, film and fashion performances under the
name “Miss Fitt & Co.”

Joan Anderson
B.A., Miami University, Oxford, Ohio
Joan 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 Vajrajnathu and as President of the Lettering Arts
Guild of Boston. Her paintings and calligraphy have
been exhibited internationally.

Elias Amidon
Elias Amidon is founder of the Institute for Deep
Ecology and the Boulder Institute for Nature and the
Human Spirit. He leads professional training in
ecopsychology for therapists and counselors through-
out 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. Elias
teaches in the Sufi tradition.

Howard Aposhyan
Ph.D., University of Oregon
Howard Aposhyan 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.

Sheila Atchley
Ph.D., Sociology, Institute of Kansas,
CALA, American College of Health Care Administrators
Sheila Atchley was a professor of gerontology for over
20 years before coming to Naropa in 1988. In addition
to teaching, she shares her expertise and innovative
insights by writing articles for professional journals
and consulting with universities and long-term care
service providers. She is a licensed nursing home
administrator and is currently focused upon working
with elders who have Alzheimer’s Disease and other
dementias.

Jeri Bacon
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 tutor and group process leader at Naropa. She
has a private practice in Boulder.

Ann Zeidman Bardwell
B.F.A., University of Michigan,
M.A., Naropa Institute
Ann Bardwell is a Licensed Marriage and Family
Therapist and a clinical member of the American
Association for Marriage and Family Therapy. She spe-
cializes 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
Thomas Barr is licensed in Colorado as a Psychologist,
and in Florida as a Psychologist and Marriage and
Family Therapist. He has 21 years of experience cover-
ing a broad range of clinical areas including drug and alcohol treatment, forensic psychology, marriage and family therapy treatment and training, and clinical supervision. Torn 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.

Diane Bartko is a registered member of the Academy of Dance Therapists and a Licensed Professional Counselor. She has nine years experience working in the mental healthcare industry with a variety of clinical populations, specializing in Dissociative Identity Disorder, Eating Disorders, and Senior Behavioral Health Services. Diane is currently working as a clinician with adolescents and young adults at the New York State Psychiatric Institute, providing supervision to Naropa M.A. Dance Therapy students and is the director of the B.A. Dance Therapy Program. She also facilitates dance/movement therapy workshops that integrate the benefits of expressive arts and contemplative practices.

Laura Beer M.A., A.C.M.T.
Laura Beer holds an Advanced Certification in Music Therapy. She received her Master’s degree from New York Institute, and did post-masters training with Clive and Carol Robbins for a Certificate in the Nordoff-Robbins Approach to Music Therapy. Her clinical experience includes work with handicapped children, teens, geriatrics and clients with Alzheimer’s Disease. She has presented her work internationally to students and fellow professionals.

Sarah Bennett
B.A., Western Kentucky University,
M.A., The Naropa Institute,
Ph.D. candidate
Sarah Bennett has worked with children and parents for over 25 years as both a teacher and a therapist. She facilitates transpersonal journeys in Perú for spiritual growth and healing. As a consultant, she conducts workshops for parents, therapists and educators. A Licensed Professional Counselor, her private practice includes Sandplay therapy and the use of Plant Spirit Medicine in Shamanic healing.

Frank Berliner
B.A., Yale University,
M.A., The Naropa Institute
Frank Berliner has been a student of the founder of the Institute since Naropa’s opening session in the summer of 1974. He served for three years as National Director of Shambhala training, and for nine years as the resident teacher of the Berkeley Shambhala Center. He is currently a psychotherapist and an organizational consultant in private practice.

Ronald Billingsley
M.A., Ph.D., University of Oregon
During his twenty-six years at the University of Colorado, Ron Billingsley has taught some thirty-four different courses 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 voyages around the world with 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 Presidents Leadership Class at the University of Colorado, Boulder.

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

Jude Blitz B.
S.W., University of Maryland,
Aikido Sandan (Fourth degree black belt)
Jude Blitz has been a student of Hiroshi Ikeda, Shihan since 1980. He has taught Aikido at Naropa since 1989. She is a certified Hakomi Therapist and body worker and has a private practice in Boulder.

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

Elisabeth Borden
B.A., Kansas State University,
M.A., University of North Texas Center for Studies in Aging, Long-Term Care Administration
Elisabeth Borden, a Colorado licensed nursing home administrator, has worked in the long-term care indus-
try since 1976. She coordinated the development of the first two alternative care facilities in Boulder County. For four years, Ms. Sorden 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 ombudsman programs to assisted living.

Deborah Bowman
B.A., University of Kansas,
Ph.D., Union Institute

Deborah Bowman was the former president of Boulder Graduate School, and is co-founder of the Women's Institute of Boulder. She is a certified Gestalt therapist in private practice, and a former instructor at the National Outdoor Leadership School. She specializes in the dream-painting process, combining art therapy, Jungian, transpersonal, and Gestalt therapy.

Pat Breslin
M.A., The Naropa Institute

Pat Breslin 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 ten years she became curious about her own prejudices and biases. The exploration of these hidden motivations led her to Denver and began working as a Victim Advocate for the Denver District Attorney's Office.

Sreedevi K. Brinigi
B.A., Bangalore University,
M.A., Ohio State University,
M.A., The Indian Institute of Technology

Sreedevi Brinigi 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 Contemplative Hinduism in the Religious Studies Department of Naropa University.

Shahara Annie Brook
Certified teacher of Body-Mind Centering,
B.A., Somatic Psychology,
M.A., Applied Behavioral Science

Shahara Brooks has taught Body Mind Centering throughout the country and is a skilled educator with sixteen 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. Shahara 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, human sexuality and communications. She is a published poet and writes a column for Tantra: The Magazine. Her book, Body Mind Centering and Contact Improvisation, was published in 1998.

Marlow Brooks
Graduate, Worley Institute of Classical Acupuncture

Marlow Brooks has studied Classical Acupuncture in both England and the United States. She studied Plant Spirit Medicine with Eliot Cowan. Marlow maintains a private healing practice and teaches workshops and year-long apprenticeships in Five Element Healing and Plant Spirit Medicine. She became a student of Chogyam Trungpa in 1975 while attending the Naropa Institute. She also teaches Buddhism, Shamanica Training and Oriental Brush Calligraphy.

Jane Bunin
M.S., Brandeis University,
Ph.D., University of Colorado, Plant Ecology

Jane Bunin 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 institute levels since 1967.

Jane C. Bryant
B.A., Psychology, University of Colorado at Boulder,
M.A., The Naropa Institute

Jane Bryant 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 A.D.T.R., L.P.C
Ph.D., Union Institute

Christine Caldwell is the Founder and a former director of the Somatic Psychology Department at Naropa University. Her work began twenty years ago with dance therapy, Aston-Patterning and Gestalt, and has evolved over the years into a form of body-centered psychotherapy that she calls the Healing Cycle. This work emphasizes the pre and peri-natal time, the transformational effect of movement processes, the practice of 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.

Charles Cambridge 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.

Katherine Campbell
B.A., Regis University School for Professional Studies, Certified in Gerontology and Rational Emotive Therapy

Katherine Campbell has been working in the field of Gerontology for over 22 years. She was Assistant Director of Dana Home Care, Inc. in Boulder and currently works as the Community Resource Specialist for Boulder Senior Services. She has also coordinated the Peer Counseling for Seniors volunteer program with the Mental Health Center of Boulder County for 9 years. She organized the first memory evaluation clinic.
in Boulder in 1996 and continues to coordinate the program. Her specialty lies in understanding and fulfilling the needs of both the elder and the caregiver. She has taught meditation to Naropa students since 1993, is a director for Shamatha Training, and a member of the Board of Directors for Mastris Services at Naropa.

Betty Cannon, L.P.C., M.A., University of Colorado, Ph.D., Columbia Pacific University

Betty Cannon has been a tenured professor at Colorado School of Mines since 1978. She has been a practicing psychotherapist since 1977 and a former trainer at the Gestalt Institute of the Rockies. Dr. Cannon is a nationally known lecturer and workshop leader and is the author of Sartre and Psychoanalysis: An Existential Challenge to Clinical Metatheory.

Michael Caplan, J.D., LLM.

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

Megan Carnarius, L.P.N., Presbyterian/University of Pennsylvania Medical School, RN, Front Range Community College

Megan Carnarius has studied and practiced massage therapy and aromatherapy in the U.S. and Europe. She was the Alzheimer's Unit manager at Manor Care in Boulder and vice president of Operations for the Westminster 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.

Eric Chapin, B.A., University of Texas, M.A., The Naropa Institute

Eric Chapin has developed a strong background in working with the extremely mentally-ill population over the last ten years. His employment includes the El Paso State Center Health Care Facility, Windhorse Households Treatment in Boulder and Windhorse Associates in Mass., where the focus of his work was on clinical oversight for psychiatric outpatient services. Dr. Ed Podvoll's text, The Seduction of Madness, continues to be an integral part of his ongoing spiritual, psychological, and professional journey.

Daphne Chellos, M.A., L.P.C., University of Colorado, M.A., University of Denver

Daphne Chellos is a psychotherapist, sex educator and certified massage therapist who has been in the health professions since 1974. She has developed and taught sexuality and ethics, psychology and communication courses and supervised counseling interns at the Boulder School of Massage Therapy since 1984. Ms. Chellos has been recognized as a pioneer in sexual ethics in the bodywork field and has published articles about the therapeutic relationship in the Massage Therapy Journal.

Lee Christopher, M.Ed., Tulane University, M.F.A., The Naropa Institute

Lee Christopher has taught at Naropa for the past two years. She teaches English at Metropolitan State College of Denver and is the executive editor of The New Censorship. Since 1996, she has been Peace Jam Foundation's lead writer for curriculum for Nobel Peace Laureates Betty Williams, Rigoberta Menchu Tum, Oscar Arias, Desmond Tutu, Nelson Mandela, Aung San Suu Kyi, Mairead Corrigan Maguire, and His Holiness the Dal Lama. Her most recent chapbook is The Hunt.

Carole L. Clements, B.A., Syracuse University, M.A., The Naropa Institute

Carole Clements is a therapist and fiction writer. She is currently in private practice, and a therapist with Alternatives to Family Violence, where she specializes in court-ordered group psychotherapy for women. Aside from her work in domestic violence, Carole has expertise in working with survivors of sexual assault. She is particularly interested in working with conflict and aggression in the group setting, and is exploring how fiction and psychology converge. Carole is working toward an M.F.A. in Writing and Poetics at Naropa University.

Bayard Cobb, B.A., Harvard University, M.A., The Naropa Institute

Bayard Cobb has worked as a biologist at The Point Reyes Bird Observatory. She later became a psy-
chotherapist 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 Dzong in Boulder. She has been a teacher of Buddhist and Shambhala dharma since 1979. She is currently studying with Pema Chodron.

**Ben Cohen**
Ph.D., University of Delaware,
The Gestalt Institute of Cleveland's Post-Graduate Training Program
Ben Cohen has taught and supervised graduate students in Gestalt and general counseling skills. Currently on staff at the Institute 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 Collom**
M.A., University of Colorado
Jack Collom has had work published in nearly 100 magazines and anthologies here and abroad. His collections of poetry include Little Grand Island, Arguing with Something Plato Said, and B-Ball. He recently co-authored Poetry Everywhere, a book about teaching poetry to children of all ages. He has taught at Naropa for almost a decade and has been awarded two NEA Fellowships in Poetry. He directs The Kercucut School's Project Outreach program.

**Sharon Conlin R.N., B.S., University of Michigan,**
M.A., University of Colorado
Sharon Conlin 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 9 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., Ohio University
Carol Crutchlow 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 Durkin and Tom Brown. Her most recent collaborative work has been with Lee Worley at Naropa.

**Richard Dart**
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 Davis is a Professor at Metropolitan State College of Denver, a teacher in the Ridgway School (a spiritual work school under the direction of Hamed Ali/A.H. Almaas), and a wilderness guide in addition to his teaching at Naropa. He has published on transpersonal psychology, ecopsychology, wilderness rites of passage, and research methods.

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

**Laurie Doctor**
B.A., Southern Methodist Institute
Ms. Doctor is a calligrapher and graphic designer. She has studied Western and Eastern calligraphy with Barbara Bash, Jenny Groat, Thomas Ingmire, Mark VanStone and Ed Young.

**Maggie Donaghy**
B.A., University of North Carolina
Maggie Donaghy graduated from The Neighborhood Playhouse, NYC, and studied with Uta Hagen, Sandy Meisner, Paul Curtis, and at The Open Theater. 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 Naropa University.

**Andy Dorsey**
M.A., Lesley College,
M.B.A., Harvard University
Andy Dorsey is a faculty member at Front Range Community College and a career counselor. He has several years of experience in research and program evaluation, with a particular focus on qualitative and survey research, and has helped many counselors prepare for the statistics sections of the licensure exam. He also teaches Career Counseling and Human Growth and Development at local schools.

**Bill Douglas**
M.M., Yale University
Bill Douglas is a bassoonist-pianist composer 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 Naropa for twenty years. He has recorded six albums of his music on the Hearts of Space label, the latest title is Songs of Earth and Sky. RCA recently released an album entitled Open Sky: Richard Stoltzman plays the music of Bill Douglas.

Suzanne Duarte
B.A., University of California, Riverside
Suzanne Duarte 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
Ravi Dykema was granted the title Yogiraj, or “yoga adept” by his teacher, Swami Gitananda, during his four-year tenure in the early 70’s as a student and faculty member of Gitananda’s Yoga Vedanta Institute of South India in Pondicherry. He has been teaching yoga classes and has had a private practice in yoga therapy for 17 years. He has also published and edited Nexus Magazine.

Sherry Ellins
B.A., UCLA,
Teaching Certificate in Secondary Education, California State University, M.A. Candidate The Naropa Institute
Sherry Ellins has been a student of the Ven. Chogyam Trungpa, Rinpoché since the mid-seventies and has been teaching Shambhala Training, Buddhist philosophy and meditation for seventeen years throughout the United States and Europe. She was the Shambhala Resident Director at Rocky Mountain Shambhala Center and is currently the Dean of Students at Naropa Institute where she also serves on the faculty of the Transpersonal Counseling Psychology Department and the Environmental Studies Department. She is currently exploring the interrelationship between meditation practice and the wisdom born from experiences in the wilderness.

Katherine Woodrich Emery
B.S., Northern Illinois University, M.A., The Naropa Institute, Gestalt Institute of Denver training
Katherine Emery is currently an adjunct faculty member for the B.A. Contemplative Psychology department as well as the MA. Contemplative Psychotherapy program at Naropa University. She has had extensive experience working with others in private and public settings.

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

Sue Evans
B.A., Adams State College, MA. Counseling, Michigan State University, CHI Clinical Herb Internship, Rocky Mountain Center for Botanical Studies
Sue Evans 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. Sue is certified “In Touch for Health”, worked as a mental health counselor for 6 years and also has experience in finance and accounting. She is currently the Vice President of Finance at Naropa University.

Mimi Farrelly-Hansen
Mimi Farrelly-Hansen 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 U.S. and abroad.

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

Lynne Foote, M.A., L.R.C.
Lynne Foote is a licensed psychotherapist in private practice in Boulder working with adults, couples, and
groups. She has a traditional training in Marriage and Family Therapy from the University of Colorado and extensive experience with Hakomi Therapy. Her work also draws from Jungian Theory, Buddhist mindfulness practice, Earth Rituals, and the creative process. Lynne has been an adjunct faculty member of Naropa since 1985.

Lorain Fox (Cree/Blackfeet)

Lorain Fox 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, South Dakota. She is past Board Director of Rediscovery International Foundation which guides international multicultural educational programs for youth. Lorain was the recipient of the International Environmental Harmonious Planet Award, and is a member of the Advisory Council for the Environmental Studies Department at Naropa.

Duey Freeman M.A., L.P.C.

Duey Freeman 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 Naropa for three years, Duey 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
B.A., The Naropa Institute,
M.F.A., Brandeis University

Ethelyn Friend 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 has in recent years deepened her curiosity to continue exploring the light and dark corners of the human psyche through voice.

Liz Gaggini
M.A., The Naropa Institute

Liz Gaggini has worked as a psychotherapist and is also a certified Rolfer. She has taught "Psychology of Meditation" and meditation-related classes at Naropa since 1980.

Jack Gipple
B.A., English, University of Montana,
M.A., The Naropa Institute

Jack Gipple is currently the Program Director of the Boulder Shelter for the Homeless. His clinical training includes the certification of Colorado Certified Addictions Counselor Level III. He has been a T'ai-Chi Ch'uan practitioner since 1985. In 1993, he was presented an award from the Alliance for the Mentally Ill for his extensive work with the mentally ill population.

Dena Gitterman
M.A., Indiana University

Dena Gitterman 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 (including Hakomi, Somatic Experiencing and other approaches), Gestalt work, Jungian psychology and art with more traditional counseling approaches. As a specialist in work with eating disorders, grief resolution, trauma recovery, and body/health issues she has presented numerous workshops and seminars. She has worked with the dying and their families through Boulder County Hospice and the Jewish community. Dena is also a student of Jewish mysticism/Kabbalah and works part-time for the Jewish Renewal Community of Boulder, where she has attained "Maggidah" status.

Elena Giulini
B.A., Georgetown University,
M.A., The Naropa Institute

Elena Giulini 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 Lafayette, Colorado.

Kevin Gray
M.F.A., New York University

Kevin Gray 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." Now residing 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 with corporations, managers and executives.

Julie Greene
M.A., The Naropa Institute,
M.B.A. Harvard University

Julie Greene is a psychotherapist in private practice in Boulder, focusing on relationship issues and working through trauma. She has been a teacher since 1985 in the field of business management. Her work in the health care field includes collaborative quantitative research projects and client surveys. From 1994-1997 she facilitated personal growth and team-building sessions at Challenge Ropes Courses in outdoor settings. She is currently writing a book about privilege and classism in North American society.
Diana Guth
M.A., The Naropa Institute
Diana Guth is a Certified Hakomi Therapist, Naropa graduate in Transpersonal Psychology, and a Certified Massage Therapist. In her private practice she combines body-centered psychotherapy, Jungian psychology, art therapy, bodywork, and shamanism. Her focus with clients is to move through wounds and issues to transformational experience of one’s own essential nature and relationship to the earth.

Mark Haase
B.A., The Naropa Institute,
M.F.A., University of Colorado/Boulder
Mark Haase is a dance artist/consultant for the Denver Public Schools. He has danced professionally with dance companies based in San Francisco, Minneapolis, and Salt Lake City in addition to local companies. Speaking of Dance, Kim Robards Dance, Boulder Ballet Ensemble, and as a member of the Meriposa Collective. His creative work uses personal experience and abstract movement to provide an arena for social awareness and humanity.

Jacqueline B. Hairston
B.A., Howard University,
M.A., Columbia University,
Training at the Juilliard School of Music
Jacqueline Hairston is a former head of the music department at Merritt College, Oakland, CA. She is an internationally known composer and arranger of Gospel, Jazz, and Broadway show tunes. She has received a Certificate of Honor from the San Francisco Board of Supervisors for her work with youth and has been honored by the Sonneck Society as one of California’s Outstanding Four Women Composers.

Joan Halifax
Ph.D.
Joan Halifax is an anthropologist and Buddhist Teacher. She is a Dharmaicaya in the Tiep 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 Fruitful Darkness. She has taught at Columbia University, University of Miami School of Medicine, The New School for Social Research, and The California Institute for Integral Studies. Joan has worked with indigenous peoples in the United States and Asia around environmental and health issues. She is the founder of the Upaya Foundation and The Project on Being and Dying.

Bob Hall
Bob Hall began his drumming career with the Irepo African Drum and Dance ensemble directed by Mr. Adetunji Joda. He has studied the indigenous rhythms of Senegal with the Master Drummer of that region. He currently co-directs the Tamante Drum and Dance group with Tracy Kiteya Vasquez and directs the nine-member African drum ensemble Kusogea Nobi. Bob is also the percussionist with World Report Band.

Carol Halpern
B.A., Kansas State University
Carol Halpern is a first level certified teacher with the Sogetsu School of Ikebana. Carol has studied Ikebana for twelve years. She studied with Chôgyam Trungpa, Rinpoche 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 Vidy 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 been a student of Buddhism for 25 years, practicing mainly under the great master Kalu Rinpoche. Translator of Creation and Completion, she completed the traditional 3-year retreat for lamas in 1988. She co-founded the Tibetan Language Seminar, a correspondence course in Tibetan Language. She is a faculty member of the Religious Studies Department of Naropa University.

Vincent Harding
Ph.D., University of Chicago
Vincent Harding is Professor of Religion and Social Transformation at Iliff School of Theology in Denver. Dr. Harding has 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 Spellman College. Among his publications are The Other American Revolution, There is a River, Vol. I, and Hope and History.

Alan Hartway
BA, St. Joseph College,
Graduate Studies, Catholic Theological Union,
M.F.A., The Naropa Institute
Alan Hartway has fourteen years of pastoral ministry and has been traveling and preaching extensively since 1993. He recently was a speaker at an international symposium on reconciliation in Caceres, Spain. He has taught outreach ethics for St. Mary of the Plains College in Dodge City, Kansas, and he has been working on mentorship models with candidates for religious life. He is completing a certification in shamanism and is a member of the Society of the Precious Blood, a Catholic society for apostolic life.

Saskia Hegt
M.A., University of Leiden,
M.F.A., New York University
Saskia Hegt was born in Holland and was a founder and actress in Andre Gregory's Manhattan Theater Project and appeared in their Oble award winning productions of Alice In Wonderland and Wallace Shawn’s
Our Late Night. She also worked with directors Anne Bogart, Stephanie Skura, Richard Schechner and Liz Swados. Her directing credits took her to Belgium, Holland, Germany, Canada as well as in the U.S. She teaches at NYU and created there with ETW students The Stone Guest based on Duan Juen (also shown at the Int. Theaterschool Festival in Amsterdam). She believes in inter-cultural and worked with South Africans from the townships in Capetown, with Chileans in Santiago and Punta Arenas and Ecuadorians in Quito. People who influenced her attitude and spirit in her work are: Jerzy Grotowski, Victoria Santa Cruz, Simone Forti and since 1996, the Javanese movement artist Suprapto Suryodarmo.

Ann Helm
B.A., University of Texas
Ann Helm attended the first Tibetan class ever offered at the Naropa Institute in 1976. Since then, she has studied at the Institute with Lama Ugyen Shenpen, Jules Levinson, and John Rockwell. She has been a member of the Nalanda Translation Committee since 1986. Currently, she is teaching Tibetan at Naropa, and studying with Dalgar Konrulg, Rinpoche. She is also editing and translating with Khenpo Palden Sherab, Rinpoche and Khenpo Tsewang Dongyal, Rinpoche.

Steve Henne
B.S., Penn State University
M.A., The Naropa Institute
Steve Henne is a graduate of the M.A.: Contemplative Psychotherapy program. His clinical work includes Boulder Community Homecare and working in various capacities for the Mental Health Center of Boulder County. Prior to this, he worked several years in West Africa in the Peace Corps and as an Environmental Engineer for the EPA in Washington, D.C. He is dedicated to helping clients achieve independent and fulfilling lifestyles and behaviors.

Brigitta Herrmann
Brigitta Herrmann has been a teacher of dance/movement for over thirty-five years. She received four Fellowships from the National Endowment for the Arts and the Pennsylvania Council for the Arts for her outstanding work as artistic director and choreographer for the Group Motion Company and for Ausdruckstanz Dance Theater. She has taught and performed extensively, travelling throughout the US and in Europe. Ms. Herrmann is the founder of Group Motion Workshop and Body Intuition. She has dedicated her life to the exploration of dance/movement as a tool for self-expression, communication and rediscovery of the human potential.

Rabbi Howard Hoffman
B.A., Dartmouth College
M.A., Antioch-Putney Graduate School
Ph.D., University of Colorado
Rabbi Hoffman teaches Judaic Studies at Naropa University. He has over 15 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 U.S. and the Himalayas.

Gene Hooley
B.A., University of Massachusetts (Dartmouth),
M.Ed., Antioch University
Gene Hooley has taught young children of all ages. She has also been a teacher, observer, and trainer, and has taught a variety of Early Childhood classes and workshops for adults. She has been the Assistant Director at Alaya Preschool, a contemplative preschool, which is part of Naropa University, and continues to serve on their Advisory Board.

Bob Howard
B.A., University of Kansas
Bob Howard trained with Alan Chadwick at the University of California, Santa Cruz. He is a member of many horticultural societies, including the biodynamic association, the Chadwick Society, and the American Rock Garden Society. He owns a landscape design and garden business in Boulder. He is the co-author, with Eric Skie, of What Makes the Crops Rejoice.

Victoria Howard
B.A., Barnard College of Columbia University,
Ph.D. candidate, Union Institute
Victoria Howard founded and directed Dana Home Care, a national, non-profit organization providing in-home care for frail seniors. She currently teaches in 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 residences and consults for elder care agencies and facilities in the Denver-Metro area.

Gail Hoyt
B.A., University of Colorado
Gail Hoyt 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 Finion 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 Methodist and Baptist traditions, and worked as a campus minister with the United Ministers in 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 Consumerism, a Thailand based organization under Sulak Sivaraksa which challenges overconsumption. She teaches Introduction to Contemplative Christianity at Naropa University.
Margot Isemann
L.C.S., B.A., S.U.N.Y.,
M.A., The Naropa Institute,
Certificate in Body/Mind Centering from Bonnie Bainbridge Cohen
Margot Isemann 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.

Kristen Iversen
Ph.D., Denver University,
Certificate in German, Goethe Institute in Frankfurt, Germany
In addition to teaching at Naropa, Kristen Iversen 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 she is the author of a collection of short stories entitled, The Shape of a Secret. She is currently in residence as visiting faculty in the Department of Writing and Poetics.

Jeff Jerrebee
B.A., Syracuse University,
M.A. University of Wisconsin
Jeff Jerrebee is president of Pinon Management Company, Inc., and is recognized statewide in Colorado for his dedication to high quality care, cost efficiency, and innovative programming for nursing homes and long-term care program management. Mr. Jerrebee led the implementation of the first comprehensive psychosocial long-term care model for the chronically mentally ill in Colorado. He is the majority owner of 18 Colorado and New Mexico nursing homes.

Giovanna Jobson
M.A., The Naropa Institute
Giovanna Jobson has been a student of Chogyam Trungpa, Rinpoche, since 1972 and has been engaged in the study and practice of Buddhism for over 25 years. She is a meditation instructor, Shambhala 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.

Eric Johnson
B.A., Colorado College
Eric Johnson is a horticulturist and environmental activist. He studied at the Center for Agroecology and Sustainable Food Systems at the University of California, Santa Cruz, and is involved in composting and gardening education around the Front Range and beyond. He is employed as coordinator of garden- and agriculture-related programs at Community Food Share, the food bank for Boulder County.

James Jordan
Ph.D., University of Denver
James Jordan 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 Institute of Denver’s Institute College; and Adjunct Faculty member at Naropa Institute. Dr. Jordan, a member of the Choctaw Nation of Oklahoma, has traveled worldwide 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
Ph.D., University of Denver/Iliff School of Theology
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 Joint Ph.D. Program of the University of Denver and the Iliff School of Theology. He is the author of Raising Up a Prophet: The African American Encounter with Ghandi.

Brigitte Karels
M.A., University of Marburg, Germany
M.A., The Naropa Institute
Brigitte received her German M.A. in Pedagogik which is a study that combines social work, psychology, and education. A Certified Hakomi Therapist, she has worked with drug addicted youth, political refugees, and has been involved with hospice situations. She practices Buddhist meditation and has a private practice in body centered psychotherapy.

William Karels
B.A., Harvard College
Bili Karels graduated magna cum laude from Harvard College. His training in meditation has derived from the Kagyu and Nyingma lineages of Tibetan Buddhism, from 1974 until the present. In 1996 he founded the Shambhala Prison Community, dedicated to providing educational services, chiefly meditation, to prison inmates and others in the prison community. Bili travels widely to present seminars on meditation, including Buddhist psychology, throughout the US, Latin America and Europe.

Lynne Katzmann
B.A., Tufts University,
Ph.D., London School of Economics, Department of Health Economics
Lynne Katzmann specializes in the study of health policy and international health system models. She 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
A licensed psychologist and marriage and family therapist, Christina Kauffman has been a practicing psychotherapist for 20 years in California and Colorado. She maintains a private practice in Boulder, Colorado, where she sees adults, young adults, and couples in individual, relationship, and group therapies and facilitates The Mentoring Project, a specialized five month program for achievement, self-esteem, and resource development. She is also involved in ongoing research at the University of Colorado in self-esteem issues for graduate women in science, engineering, and business.

Marybeth Keigher
M.A., The Naropa Institute
Marybeth Keigher has been a student of the Shambhala and Tibetan Buddhist traditions since 1971. Since 1985, she has practiced psychotherapy and taught as an adjunct faculty member at Naropa with a focus on addiction and psychosis. She is a licensed acupuncturist as well as a practitioner of plant spirit medicine and therapeutic touch.

Joe Klein
M.A., The Naropa Institute
Joe Klein is a graduate of the M.A., Contemplative Psychotherapy program and is currently a child/family therapist with the Elementary Day Treatment Program of Boulder County. He has also worked in various other capacities with the Boulder County Mental Health Center, as well as other mental health agencies in the Boulder area.

Bob Koehl
B.A., Colgate University,
M.P.S. with distinction, Art Therapy, Pratt Institute
Bob Koehl is a Licensed Professional Counselor and current president of The Art Therapy Association of Colorado. He is employed at The Center for Creative Arts Therapy where he works with a variety of adult populations. In addition, Bob is an active painter and has exhibited his work in the Denver area.

Art Lande
B.A., Williams College
Art Lande is an internationally known pianist, composer and teacher. He has recorded several albums on ECM with Mark Isham, and two solo albums, Melissa Spins Away and Hardball, which was nominated for a Grammy Award. His children’s albums on Windham Hill are unique in their warmth, humor and craft. Lande has performed throughout the world with Jan Garbarek, Paul McCandless, Gary Peacock, John Abercrombie, Bobby Hutcherson, Joe Henderson, and others. He is well known for his innovative approaches to teaching piano, improvisation and ear training.

I Made Lasman
Indonesian College of the Arts
I Made Lasman was born in the village of Baturiti in Bali, Indonesia. Strongly influenced by his family and involved in the arts since childhood, he entered Konsor (Conservatory Karawitan) and continued his studies at Academy of Indonesian Traditional Music (ASKI) in Central Java. In 1983 he received his degree and became a full-time instructor at ASKI. Lasman has traveled throughout the world teaching and performing with his wife Yuni Lasman. 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 Lavino 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 Lemieux
M.A., The Naropa Institute
Adwoa Lemieux has been practicing Contact Improvisation since 1981. She has deepened her practice through incorporating her life as 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 in an elementary school working with conflict resolution using movement and physical contact. She has taught CI at Naropa 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.

Darlene Lorain
B.A., The Naropa Institute
A Master teacher at Alaya Preschool, Naropa's Lab School, Darlene Lorain has been developing and teaching innovative children's programs for the past 19 years. She has also been adjunct faculty in Naropa's Early Childhood Education Department from its inception and currently trains ECE Interns. As an ECE
specialist, she is recognized for her creative approach in meeting and guiding the energetic needs of young children.

**Jared Madsen**  
**B.F.A., Buena Vista University, M.F.A., University of Georgia**

Jared Madsen holds a Certificate of Completion from the National Shakespeare Conservatory, and has studied acting and directing at Stella Adler's Academy and the Herbert Berghoff Studios, all in New York City. After traveling and performing around the midwest and eastern United States in such theaters as the 44th Street Theater, New York City, the Jeckyll & Hyde Club, New York City, the Center Theater, Chicago, the High Lands Playhouse, North Carolina, and the Scioto Society, Ohio, Jared has come back home to Colorado and is currently teaching and performing professionally in Denver. His plans, in-the-works, included establishing a local independent film and entertainment company.

**Bernie Marek**  
**M.F.A., University of Wisconsin**

Bernie Marek studied at the Edinburgh College of Art, Scotland and trained in Gestalt and expressive therapies at the Pellin Institute, Italy. He has held the position of instructor of art at the Kalamazoo Institute of Art, and Colorado Women's College. Bernie has worked as an art therapist in numerous psychiatric settings. He is founder and director of Art for Life Studio, a learning environment committed to a contemplative approach to bridging art making and everyday life. He is a practicing artist and musician.

**Suzanne Marie, M.A.**

Suzanne Marie 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 IBP of Boulder and is adjunct teaching faculty for the B.A. Contemplative and Somatic Psychology Departments, and an intern supervisor for the Somatic Psychology Department at Naropa.

**Laura Marshall, B.A., M.H.**

Laura Marshall is a painter, photographer, illustrator and scholar of world culture. She began her formal art training at the Maryland University College of Art and then in Italy at the Studio Simi and L'Accademia di Belle Arte in Florence, Italy in 1970. In 1983, Laura earned a Master of Humanities degree at UC Denver. In addition to her ongoing painting and illustration work, Laura is co-host and producer of Musica Mundi on KGNU, Boulder County Public Radio.

**Gina Martin-Smith**  
**B.A., University of Denver, M.A., The Naropa Institute**

Gina Martin-Smith as worked in private practice, at The Mental Health Center in Boulder, and at Naropa University, 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,**  
**Nancy Maxson is a Colorado native, has been a lifelong student of the world's religious traditions. Her travels throughout Europe, India, China, and Japan have guided her personal interests in religious diversity and helped shape her current doctoral work at the University of Denver on strategies for life-affirming responses to religious plurality in America.**

**Carolyn Mayfield**

Carolyn Mayfield is a certified Laban/Bartenieff Movement Analyst, Expressive Art Facilitator and Movement Educator in private practice in the Denver/Boulder area. She is a professional modern dancer, co-directing, choreographing and performing with her dance company - Open Door Dance Theatre - and also performing with the Hannah Kahn Dance Company and Haan Dances. She has lived in Boulder since 1994.

**Mark McCaffrey**  
**M.A., The Naropa Institute**

Mark McCaffrey 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., The Naropa Institute, M.A., Vermont College of Norwich University**

Over the last five years, Loretta McGrath 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 fascination of the language/landscape relationship through her flower gardening business, Gardening Arts.

**James Meadows,**  
**B.A., University of Chicago, Master's degree candidate, The Naropa Institute**

Before coming to Naropa, James Meadows 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 soon after spending several months as a layman in a Thai Buddhist Monastery. He currently teaches in the Religious Studies Department.
Cherionna Menzam  
M.A., The Naropa Institute
Cherionna Menzam has twenty years' experience working therapeutically with people as a psychotherapist, occupational therapist, counselor, and licensed massage therapist. She has worked in hospitals and private practice, facilitating major life transitions, as well as treating medical and psychiatric conditions. Her background includes a Master's degree in somatic psychology from Naropa, and professional training in authentic movement, body-mind psychotherapy, and other forms of bodywork. She is currently engaged in doctoral studies in prenatal psychology.

Mukara Meredith  
M.S.W., West Virginia University
Mukara Meredith is a certified Hakomi therapist as well as a trained psychophysical integration practitioner and teacher. Mukara is also a Buddhist practitioner and integrates somatic and spiritual psychology in her private practice and group work.

Jan Foster Miller  
B.S., Ohio State University,  
M.A., The Naropa Institute
Jan Foster Miller is a graduate of the M.A. contemplative psychotherapy program and has been in private practice in Littleton for the last several years. Prior to that, she worked at hospice of St. John, Windhorse treatment team, Boulder County's mental health center and dept. of social services. Jan also has a solid background in massage therapy.

Fred Miles  
A.B., Doane College,  
J.D., University of Denver
Fred Miles is the founder and president of Miles & Epstein, a nationally recognized law firm in Denver specializing in health care law. He is the author of Creative Health Services: A Model for Group Nursing Practice, and numerous articles on health care published in The Colorado Lawyer and Provider Magazine.

Stephanie Mines  
Ph.D., Union Institute
Stephanie Mines is 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  
M.B.A., Maharishi International University,  
Ph.D., Union Institute
Kekuni Minton is an instructor of Hakomi integrative somatics. He is also a certified Hakomi therapist and a certified integrative body psychotherapist (Rosenberg-Rand Institute). Dr. Minton has been in private practice as a psychotherapist for six years. His background includes 10 years meditating at Purusha, a vedic monastery.

Cynthia Moku  
Cynthia Moku studied at University of New Mexico, Eastern New Mexico University, San Francisco Academy of Art. Cynthia founded the visual arts program at The Institute. In 1973 she became a student of Kyabje Kalu Rinpoche and began the art of thangka painting. Her work appears in Buddhist publications, private collections, and at Buddhist monuments in the United States and India.

Kathleen E. Moore  
B.A. Antioch University,  
M. Ed., Harvard University
Kathleen Moore is a licensed professional counselor in the state of Colorado. She has held a variety of clinical and 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., L.P.C.  
M.A., The Naropa Institute
Rennie Morgan 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
Linda Morrell has studied yoga for 13 years. Currently, she studies and teaches with Yogi Raj Ravi Dykema at his Boulder, Colorado studio.

Gary Mueller  
Ph.D., Lafayette University, Denver
Gary Mueller 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, homeopath, educator, and group leader who has been committed to meditation practice for 31 years and body/mind therapy for 25 years.

Joshua Mulder  
Joshua Mulder attended California Institute of the Arts and did graduate study at the University of Colorado. He studied visual dharma with Chögyam Trungpa, Rinpoche; thangka painting with Sherab Palden Sheru and Tenzin Rongpo; mandala construction with Tenga, Rinpoche; and sculpture with Changdul Tulkhu, Rinpoche. He is the Art Director for the Great Stupa of Dhamakaya, which is under construction at the Rocky Mountain Dharma Center.
Duane Mulliner, L.P.C.,
Duane Mulliner is a licensed psychotherapist, consultant, educator, and co-director of The Gestalt Institute of the Rockies. He provides care and counseling to individuals, couples, and families. His current specialty is grief and trauma work. With more than twenty-five years of experience in his own successful private practice, he brings a pioneer mentality, hope-filled vision, and an intuitive wisdom with his clinical skills.

Kathy Naman
B.S., Indiana University,
M.A., The Naropa Institute
Kathy Naman earned her undergraduate degree in Education with a major in Rehabilitation Counseling and her graduate degree in Contemplative Psychotherapy. Her experience includes serving as Family Services Director at Regency Rehabilitation Center, Clinical Director at Transitions of Denver, and Family Services Counselor for the Spalding Rehabilitation Center’s Brain Injury Rehabilitation Program. Ms. Naman has been 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 internship coordinator with the Gerontology program since 1995.

Thomas Nelson,
C.M., B.S., M.S., Saint Louis University,
M.A., M.Div. Kenrick Seminary,
S.T.D. The Pontifical Gregorian University
Thomas Nelson has served as a pastoral minister as an associate in parishes and as a hospital chaplain. He has served as professor of theology and spirituality in numerous seminaries. He has also contributed works to books on Thomas Merton and Saint John of the Cross and published Thomas Merton: A Bibliography. Currently he is chaplain of the Colorado Vincentian Volunteers, a guest lecturer for The Center For Contemplative Living and adjunct faculty of the Religious Studies Department of Naropa University.

Susan Nimmanheminda
M.S.W., University of Denver,
Graduate studies, litl School of Theology
Susan Nimmanheminda is a Licensed Clinical Social Worker, a Certified Group Psychotherapist, and a Criminal Justice Specialist. Susan has been in private practice since 1989, working with individuals, groups, and families. She has worked with The Rape 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
Michael Newhall has taught figure drawing, watercolor, and painting at the School of the Art Institute of Chicago and at the Milwaukee Institute of Art and Design. In 1978 he was invited to lecture and teach as a Visiting Artist at Osaka Institute of Arts in Japan.

Lara Newton, M.A., L.P.C., PC
Laura Newton 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 on 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 in fairy tales and dream interpretation.

Sandy Novak, M.A., M.S., N.C.C.
Sandy Novak has recently been awarded a grant to teach family therapy and humanistic psychology at the Institute of Latvia. She will teach students, therapists, and government employees working with parenting issues. She has been asked to present her Naropa Master’s Thesis during her two week stay. In Boulder, she has a private practice in individual and family therapy.

Heidi O’Riley
M.A., The Naropa Institute
Heidi O’Riley 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
M.F.A., The Naropa Institute
Brad O’Sullivan is a letterpress printer, bookbinder, and graduate of the M.F.A. Writing and Poetics Department at Naropa. His new book is Pointing at the Direction of Sound.

Dottie Oatman,
Dottie Oatman has been practicing art therapy primarily with children over the past 15 years. She is currently working with Latino children in a public school setting, exploring the use of art therapy in aiding the learning process and in supporting the adjustment 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.
Paul Oertel
B.A., University of California, Berkeley,
M.A., New York University School of the Arts
Paul Oertel moved to Boulder in 1975 as a founding member and principal performer of The Nancy Spaniel Dance Theatre of Colorado, performing and teaching nationally and internationally for the past twenty-four years. He has taught at Naropa University since 1974 and is a Jin Shin Jyutu practitioner.

Pat Ogden, M.A.
Pat Ogden 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 (Guilford Structural Integration), 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 diversity of populations, including the terminally ill, prison inmates, survivors of trauma, and psychiatric inpatients. 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.

Akilah Oliver
B.A., New College of San Francisco
Akilah Oliver 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 art group the Sacred Naked Nature Girls. Her collection of poems, She Said, (Eredil Fargis Press) is a mynolitical cultural theory of memory and place.

Liv Ophelm
B.S., Bergen Technical College (Norway),
M.A., The Naropa Institute
Liv Ophelm has studied and practiced Tibetan Buddhism for thirteen years. She has been a counselor and meditation teacher at Naropa and at various contemplative retreats, and maintains a private practice in psychotherapy.

Paula Palmer
M.A., Michigan State University
Paula Palmer spent 20 years in Central America working with a variety of community organizations to develop culturally appropriate strategies for sustainable development. In collaboration with indigenous and Afro- Caribbean communities she has published five books of "people's history." She works at the Global Response.

Judith Partin
B.A., M.A., The Naropa Institute,
Ph.D. student, Union Institute
Judith Partin is a graduate of the M.A. Contemplative Psychotherapy program and is a Licensed Professional Counselor in private practice. Her experience includes work in a variety of agencies and she also has a background in a host of presentations and consulting activities. Her professional affiliations include the National Psychology Advisory Assoc. and the Society for Buddhist-Christian Studies.

Charles Patterson
M.S., Ph.D., University of Colorado
Charles Patterson has worked since 1978 as a teacher, geochemist, and geologist. He currently works as an environmental consultant.

Pat Patton
B.A., Union Institute,
M.A., Psychology, The Naropa Institute
Pat Patton is a Colorado licensed Professional Counselor and an adjunct faculty member for the Union Institute in Cincinnati, Ohio. In private practice in Boulder and Westminster, Colorado, Ms. Patton's expertise in relationship issues has positioned her as a noted speaker/lecturer in the Denver/Boulder area.

Mark A. Peckler
B.A., University of Colorado/Boulder,
M.A., The Naropa Institute
Mark Peckler is a practicing psychotherapist in the Boulder/Denver area. Over the last twenty years, he has been engaged in the therapeutic community on many levels and in many ways, be it in direct care and treatment, or through teaching, advising, and guiding those who provide therapeutic service. A native of California, Mark finished his B.A. in Psychology at the University of Colorado at Boulder, then completed Naropa's Master's of Arts program in Transpersonal Counseling Psychology. He is currently working a joint Ph.D. degree in Religious and Theological Studies through the University of Denver and the Iliff School of Theology. Mark teaches Research and Statistics at Naropa.

Susan Peterson
M.A., University of Louisville
After graduating in 1987, Susan Peterson began her practice in Colorado as a family therapist in an adolescent treatment facility and with dually diagnosed adults in a hospital setting. In addition to teaching at Naropa, Susan currently divides her time between hospital administration/program development (in areas of addictions and eating disorders), and using her seminary education and interest in contemplative spirituality to teach classes and workshops in art as a spiritual discipline.

Deb Piranian,
M.A., The Naropa Institute,
Ph.D., University of Washington
Deb Piranian 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.

Suzanne Pope is the Clinical Director of The Colorado Institute for Marriage and the Family, a member of the Brief Therapy Project, and a recent adjunct faculty member at the University of Colorado and Naropa University. 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 invites students to work with the material on both a personal and professional level. She is currently very interested in applying systems theory to larger systems and is successfully consulting with schools and businesses using this model.

Reesa Porter

M.A., L.P.C., University of Southern Florida

Reesa Porter is a psychotherapist with over twenty years' experience in the mental health field. Her seventeen years of private practice have consisted of therapy with individuals, couples, groups, and supervision. She has enjoyed teaching and inspiring students at the graduate level for ten years. She brings her humor, delight with her work and practical knowledge to the classroom. She has been a student of the Richman School for the last ten years.

Nancy Portnoy

M.A., The Naropa Institute

Nancy Portnoy 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, L.P.C.

M.A., The Naropa Institute

George Ramsey 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 Chögyam Trungpa, Rinpoche in 1974 and is a meditation instructor as well as an instructor of hatha yoga.

Max Regan,

M.F.A., The Naropa Institute

Max Regan is a poet, playwright, performer and teacher. Her most recent books are Faithless and Ali's Faire. She is the Administrative Director of the Summer Writing Program.

Johanna Reilly

N.D., Dipl. A.C., B.A. University of Colorado, B.S. Kansas Neuman College

Johanna Reilly is a Naturopathic Physician and Diplomate of Acupuncture. She specialized in the study of acupuncture and graduated as a doctor of Naturopathic Medicine in 1982, from the National College of Naturopathic Medicine, in Portland Oregon. She received her Diplomate of Acupuncture from the National Commission for the Certification of Acupuncturists in 1991. Johanna practiced for eight years in Montana and has had a practice in Boulder, Colorado since 1990.

Cara Reeser

B.A., Sarah Lawrence College, M.F.A New York University

Cara Reeser has performed in work by Maxine Morrison, Ralph Lemon, Deborah Jowitt and Claire Maxwell. She studied under master Pilates teacher Kathleen Stanford Grant and is a certified Pilates instructor. In Colorado, Cara began teaching Pilates, contemporary dance technique, composition, and improvisation. In 1994 Cara created Still Moving Ensemble for which she is Artistic Director. She has received grants from The Boulder Arts Commission and The Colorado Council for the Arts for her work with Still Moving Ensemble 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.

Kathy Reynolds

B.S. in Education, M.A., The Naropa Institute

Kathy Reynolds has been teaching and leading groups for children and adults for twenty-five years. Finding Authentic Movement vital to growth and life, she trained and has been facilitating this form for four years. Kathy is presently in private practice as a therapist and educator in Boulder, Colorado.

Rev. Foy Richey

Rev. Foy Richey is a Disciples of Christ clergy, and 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

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

Elizabeth Roberts

Ed.D., Harvard University

Elizabeth Roberts is a writer, teacher, and co-director of the Institute for Deep Ecology Education. She lectures internationally on the personal and cultural
Implications of the global environmental crisis. She has created national educational programs in population education, women in development and urban sustainability. A student of Thich Nhat Hahn, she is editor of Earth Prayers.

JoAnn Robinson
Ph.D., Cornell University
JoAnn Robinson is an Associate Professor of Pediatrics and Psychiatry at the University of Colorado Health Sciences Center. Currently, her research focuses on programs that support parent-child relationships and children’s early emotional development.

Diane Rudine
B.A., Colorado University
M.A., University of Northern Colorado
M.A., The Naropa Institute
Diane Rudine is working on a doctorate dissertation at the Institute 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
David Rugenstein 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 method at National Music Therapy Conferences and at many conferences in Boulder.

Diane Wyler Rumpf
M.A., L.R.C., B.A., Portland State University
M.A., The Naropa Institute
In addition to her degree in Contemplative Psychotherapy, Diane Wyler Rumpf has studied at the Family Institute, focusing on working with program in Core Energics. In addition to teaching at Naropa, Diane is a psychotherapist in private practice in Boulder. She also conducts regular workshops here and in Germany.

Valerie Sanford
Valerie Sanford a student and practitioner of the Shambhala and Buddhist traditions since 1973, has taught Shambhala and Buddhism in the United States and Canada. She attended Ohio University, Universidad de los Americas in Cholula, Mexico, and The Naropa Institute.

Bill Scheffel
B.A. San Francisco State,
M.F.A., The Naropa Institute
Bill Scheffel 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
Mary Schlesinger has been offering Gestalt therapy in Boulder since 1970, first at the Institute of Colorado Counseling Center and for 16 years in private practice. Her work with individuals and groups is an integration of Gestalt, psychodrama, hypnotherapy and interactive imagination. Mary sees teaching as a collaboration where participants together create the fertile ground needed for each person to grow into their own way of being a therapist and their own way of being.

Julie Seko
Julie Seko studied under Bonnie Norman at the Woman's Graphic Center in Los Angeles. A letterpress printer and book designer, she is president of the Book Arts League of the Institute of Colorado, and works on the editorial staff of Westview Press.

Alexandra Shenpen
B.A., The Naropa Institute,
M.A. Lesley College,
Ph.D., Union Institute
Alexandra Shenpen has been teaching at Naropa since 1986. In the areas of arts, psychology, meditation, and Space Awareness or “Maini” practice. In addition, she has held several clinical positions in the Boulder area, including an inpatient drug and alcohol treatment unit and Boulder County’s inpatient eating disorders program.

Ivy Sigel
Psy. D., California School of Professional Psychology
Ivy Sigel 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
Laura Simms is an internationally renowned storyteller and performance artist. Her stories range from traditional fairytale, 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 Meade, Joseph Campbell, The Roy Hart Voice Theater, Native American and Maori Storytellers, and Chögyam Trungpa Rinpoche.

Sulak Sivaraksa
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
Susan Skjel was a trainer and organizational consultant for Hewlett-Packard for seven years. She has been a Shambhala Training director since 1978, co-directed the Maitri Space Awareness program in 1984, and is currently providing organizational consulting services for a variety of organizations in the Denver metro area.

Holly Smith
M.A., University of Colorado
Holly Smith presently supervises the Boulder County Sexual Abuse Team. She has worked on the team for the last 10 years and in addition has a private practice treating adult survivors of incest and sexual abuse. Ms. Smith has written on “sibling incest”, and is publishing an article on Sexual Abuse Allegation Amidst Divorce and Custody Proceedings.

Judith Sperl
B.A., Clark University;
M.S.W., New York University
Judith Sperl's clinical work includes extensive experience as a Psychiatric Social Worker with the Boulder County Mental Health Center. She has also held the position of Team Leader with the Community Infant Project. The clinical populations/issues she has worked with include borderline, sexual abuse, mental retardation, preschool age through adult.

Lou Stenger
M.A., Texas Women's University;
M.A., The Naropa Institute;
M.S., The American University
Lou Stenger 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
Julian Stollmeyer is a therapist at Friendship House, a residential treatment home for severely disturbed adults. He has also worked on private therapeutic teams employing the Windhorse model of treatment developed by Dr. Edward Podvoll. He has been an adjunct faculty member at Naropa since 1987.

L.S. Summer
M.A., The Naropa Institute
L.S. Summer is a 1995 graduate of the Sanskrit concentration of the M.A. Buddhist studies program at Naropa and has been a co-teacher of Mudra Space Awareness with Lee Worley since 1996. Undergraduate studies include world religions, Asian studies and world dance and theatre traditions. Currently, Summer is continuing her study of Sanskrit with the American Sanskrit Institute, and will be publishing a book for elementary school readers on the culture of the Sherpas.

Nora Swan-Foster
M.A., A.T.R.-BC, Lesley College
Working as a Registered Art Therapist with children and adolescents led Nora Swan-Foster to specialize in women’s issues and transitions around childbirth. She believes these transitions represent a living metaphor for personal growth and awareness. Along with a private practice, integrating art therapy and Jungian dream therapy, she does research with high risk pregnancies at a Denver hospital.

Jed Scott Swift, M.A.
Jed Swift is an adjunct faculty member at Prescott College in Arizona. The courses he teaches include: Ecopsychology, Transpersonal Psychology in the Wilderness, Deep Ecology, and Wilderness Rites of Passage. He is also the co-director of the Colorado Institute for a Sustainable Future, a non-profit educational organization which offers training programs for professionals and students that cross-fertilize spiritual practice with social action. In addition, Jed is a wilderness rites of passage guide with Earth Rites, Inc. of Denver.

Bruce Swinehart
B.A., Religion, Bowdoin College;
M.A., University of Colorado
Bruce Swinehart as 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., The Naropa Institute
Lisa Sydow is a psychotherapist in private practice in Boulder. She also works for Boulder Mental Health Center as a child and family therapist. She incorporates family systems theory, hypnosis, solution focused therapy and process oriented psychology into her work. Lisa teaches Solution Focused Brief Psychotherapy.

Sharron Szabo
B.A., Oberlin Conservatory of Music;
M.A. Case Western Reserve University;
M.A. candidate of The Naropa Institute
Sharron Szabo is a music educator with 20 years experience and teacher of higher education in the disciplines of library science, music education and world religions.

Bill Tara
For twenty years, Bill Tara's work has been focused in two areas: 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.

**Marge Theeman**

B.A., Oberlin College,  
M.S.W., Smith College,  
Ph. D., Harvard University

Marge Theeman is a member of the Academy of Dance Therapists Registed (A.D.T.R.), a licensed psychologist, and a member of the Academy of Certified Social Workers (ACSW). In addition, she has completed certification in family therapy and is a co-founder of The Joy of Movement Institute in Colorado Springs, Colorado. Her clinical background includes extensive work with chronic psychiatric inpatients and outpatients, as well as with battered women, the elderly, and the developmentally disabled. Marge has been a therapist since 1972 and has been a faculty lecturer at universities in the Denver-metro area, including Naropa, since 1980.

**Bruce Tiff**

B.A. Swarthmore College,  
LMFT, M.A., The Naropa Institute

Bruce Tiff has been in private practice since 1979 and has taught at The Naropa Institute since 1982. He is a licensed Marriage and Family Therapist and a Clinical Member of the American Association for Marriage and Family Therapy. He has been a student of Tibetan Buddhism since 1975 and has worked extensively integrating the views and skillful means of Buddhism with Western psychotherapy.

**John Torres**

M.A., University of Colorado

John Torres is currently Executive Director of Golden West Senior Residence in Boulder and a member of the C.A.H.S.A., A.S.A., and the Colorado Gerontological Society. He has also served as Executive Director of the Colorado Association of Homes and Services (C.A.H.S.A.).

**Harrison Xinshu Tu, B.S., B.A., M.A.**

Harrison Tu grew up in Shanghai, China. In 1975 he began his formal training in classical Chinese calligraphy with Master Huwenshi. He is currently president of the Rocky Mountain Chinese Calligraphy Association and editor in chief of the Chinese American Post newspaper. He is a prolific calligrapher whose award winning work is exhibited widely throughout China, Southeast Asia and North America

**Rabbi Mordecai Twersky**

D.Div., Yeshiva M’Kor Chaim in Brooklyn

Rabbi Mordecai Twersky is a rabbi and Dean of Talmudic Research Institute, which was founded by his father. He was born and raised in Denver. Upon the passing of his father, he returned to the rabbinate and assumed the directorship of TRI. The rabbinical heritage of the Twerskys is traced back to biblical times.

In addition, the Twersky rabbis are a lineage of the Hassidic heritage from the Rabbi Israel Baal Shemto, the 17th century founder of Hassidic thought. The Rabbi is a faculty member of the Religious Studies Department, Judaic Studies.

**Helena Cooper Unger**

B.A., Sheffield College of Education, England,  
M.A., The Naropa Institute

Helena Cooper Unger 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 marriage, 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**

M.S.W., Hunter College,  
Ph.D., University of Colorado

Robert Unger is in private practice specializing in group psychotherapy. He is on the faculty of the Colorado Center for Modern Psychoanalytic Studies, and the Center for the Advancement of Group Studies in New York, and is a founder of the Colorado Center for the Advancement of Group Studies. Robert has a special interest in working with conflict and aggression in the group setting.

**Mindy Upton**

B.S. State University of New York,  
Graduate work at: Hunter College, Rudolf Steiner College, CA,  
Sunbridge College, Rudolf Steiner Institute NY,  
Spatial Dynamics Study/Bothmer Gymnastics NY

Mindy Upton studied intensively with Betty Meredith Jones, one of the foremost teachers of Rudolf Laban's movement theory, in Wales, England; taught preschool/Kindergarten since 1972; owner/teacher of Blue Sky Kindergarten, Boulder, CO; student of Chogyam Trungpa, Rinpoche since 1974.

**Mike Vargas**

Composer/multi-instrumentalist Mike Vargas has been playing the piano for almost 40 years. 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 music, but also in theater, film, visual and performance art and community-contemplative settings. Mike has created over 60 modern dance scores, many of which have been presented nationally, in Mexico 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**

Tracy Kiteya Vasquez has been studying African Dance for 19 years in Colorado, New York, and France and the Ivory Coast, where she lived and studied Les Guirviores National Dance Company. She has had the
honor of studying the dances of Senegal, Guinea, the Ivory Coast, Ghana, Benin, Nigeria, the Congo, Haiti, Brazil and Cuba, all with people indigenous to each country. She teaches and performs throughout Colorado and was the principal dancer and Director with Taimânté, a multifaceted, multigenerational African Drum and Dance Ensemble from 1990 to 1997.

Clarke Warren

Clarke Warren has studied Far Eastern philosophy, religious studies, and Tibetan language at the University of Colorado and Naropa University. He has practiced Tibetan Buddhism for the last 25 years and travels widely, teaching meditation and topics in Tibetan Buddhism for meditation centers. Clarke has been an adjunct faculty member at Naropa since its inception in 1974, and for the last three years he has directed Naropa's Study Abroad Program in Nepal. He is a director of Friends of Sumang, an aid program in Eastern Tibet, and is a member of the Nalanda Translation Committee.

Philip Weber

M.D., University of Washington

Philip Weber served as a medical consultant with the Berkeley Community Clinic, the East Bay Health Alliance, and clinics in Oakland, California. He has taught preventive medicine at the University of Colorado Student Health Services, is studying Tibetan medicine with Dr. Yeshe Donden, and has a practice in family medicine in Boulder.

Larry Welsh

B.A., M.A., The Naropa Institute

Larry Welsh has been working with others psychotherapeutically for the past 12 years. He did post graduate training at the Colorado Institute for Marriage and the Family. He worked for Boulder County Mental Health Center for ten years as well as Maitri Psychological Services, working with the chronically mentally ill, adults, families, couples and children. He went on to earn a Bachelors in oriental medicine and now has a private practice in health and healing, integrating his psychotherapeutic work with traditional oriental medicine. His hands-on work with others includes the bodywork of zero balancing. He is presently completing is doctorate in oriental medicine and teaches 'Tai-chi Ch'uan at his school' in Golden, Colorado.

Gerry Shishin Wick, Sensei

B.A., Pomona College,
Ph.D., University of California, Berkeley

Shishin Wick is the dharma successor of Taizen Maezumi Roshi. He was ordained as a Zen priest in 1979. 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

Karen Wilding is a L.C.S.W. (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

Hiromi Wiener studied Chado (the Way of Tea) and Ikebana while growing up in Kyoto, Japan. She studied the Urashiki School of Tea with the past Soya Kanazawa Sensei, a Gyotai, and has been teaching Chado since 1983. She studied Ikebana with Choyo Yamamoto Sensei, one of the most renown teachers in the Misho-Nakayama-Bunpo School. She holds teaching certificates for both Chado and Ikebana.

Lucien Wulsin

A.B. Harvard University,
I.D.D. University of Virginia

Lucien Wulsin is the founder of the Gerontology program at Naropa and served as Chair of the Gerontology Department from 1996-1998. 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 Collaboration on End-of-Life Care.

Robert E. Yuhnke

J.D., Yale Law School

Robert Yuhnke 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 1988-1992, and has been an environmental policy-maker and citizen activist for 23 years.
Jessica Zeller
Jessica Zeller enjoys exploring the thresholds where the worlds of art and therapy, psychology and spirituality, illusion and reality meet. As an educator, performer, ceremonialist and rites of passage guide, she integrates the expressive arts, transpersonal psychology, Earth-based spirituality and teachings from the paths of Yoga and Sufism into her work. She utilizes storytelling, sound, movement and improvisation as ways to assist people in opening to spontaneous imagination, creativity, community, ceremony and the inner and outer wilderness. Jessica has been guiding Vision Quests and other wilderness-based experiences for 9 years in the Southwestern United States.

Laurajane Zimmer-Reed
B.F.A., M.A., L.P.C., Massachusetts College of Art
M.A., The Naropa Institute
Laurajane Zimmer-Reed is a licensed Psychotherapist for the state of Colorado and a Contract Therapist with Family Extension Service, a foster family agency working with individual children, foster families, and biological families. She is an adjunct faculty member at Naropa, an artist, and psychotherapist who incorporates art therapy into her private practice.

Chris Zorn
B.A., Appalachian State University
M.M., University of Colorado
Chris Zorn 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 other 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 enthusiastic and innovative approaches to teaching this music to Western students. He is the founder of Tobatana Cooperative, where he regularly teaches classes in non-Western music. He is also co-director of Ukarra Marimba and director of Mahororo, world music ensembles in Boulder.

FACULTY WITHOUT CURRENT BIOGRAPHIES:
Jim Barausky
Judith Buchanan
Kathleen Manning
Dan Matsch
Bob Medlock
Bill Sell
Tim Varner
Mark Wilding
Bob Wing
Jim Zarka
NAROPA UNIVERSITY ADMINISTRATION

Office of the President
John Whitehouse Cobb
President
B.A., Harvard College
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