# ACADEMIC CALENDAR 2011–12

## FALL SEMESTER 2011

<table>
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<th>Event</th>
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<tr>
<td>Registration for Fall Closes to Returning Students</td>
<td>August 1</td>
</tr>
<tr>
<td>New Student Orientation &amp; Registration</td>
<td>August 18 &amp; 19</td>
</tr>
<tr>
<td>Last Day for All Students to Pay Tuition &amp; Fees</td>
<td>August 15</td>
</tr>
<tr>
<td>First Day of Classes</td>
<td>August 22</td>
</tr>
<tr>
<td>First Day for Returning Students to Pick Up Refund Checks</td>
<td>August 22</td>
</tr>
<tr>
<td>Convocation</td>
<td>August 24</td>
</tr>
<tr>
<td>First Day for New Students to Pick Up Refund Checks</td>
<td>August 25 (after 4 p.m.)</td>
</tr>
<tr>
<td>Last Day to Add/Drop Courses without Financial Penalty*</td>
<td>September 1</td>
</tr>
<tr>
<td>Last Day to Apply for Fall Graduation—All Students</td>
<td>September 1</td>
</tr>
<tr>
<td>Labor Day Holiday (no classes, campuses closed)</td>
<td>September 3 – 5</td>
</tr>
<tr>
<td>Last Day to Withdraw from Courses*</td>
<td>September 30</td>
</tr>
<tr>
<td>Preferred Deadline to Apply for Financial Aid for Spring (only if you didn’t apply for fall aid) for All Students</td>
<td>October 1</td>
</tr>
<tr>
<td>Community Practice Day (no classes, offices closed)</td>
<td>October 11</td>
</tr>
<tr>
<td>Spring Registration Begins for All Returning Students</td>
<td>October 31</td>
</tr>
<tr>
<td>Thanksgiving Holiday</td>
<td>November 24-27</td>
</tr>
<tr>
<td>Deadline to Submit Spring Independent Study Applications</td>
<td>December 1</td>
</tr>
<tr>
<td>Wednesday Classes Do Not Meet Unless Indicated on Syllabus**</td>
<td>December 7</td>
</tr>
<tr>
<td>Last Day of Classes</td>
<td>December 9</td>
</tr>
<tr>
<td>Grades Due</td>
<td>December 16</td>
</tr>
<tr>
<td>Winter Break</td>
<td>December 10-January 15</td>
</tr>
<tr>
<td>Campus Closed</td>
<td>December 19-January 2</td>
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</table>
* Exception: Workshops and courses on alternate calendar

** * Monday, Tuesday, Thursday, and Friday classes must meet in this 16th week to make up for the following missed days: Labor Day, Practice Day, Thanksgiving Thursday & Friday, respectively.

## SPRING SEMESTER 2012

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<tr>
<td>New Student Orientation and Registration</td>
<td>January 12 – 13</td>
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<tr>
<td>Last Day for All Students to Pay Tuition &amp; Fees</td>
<td>January 9</td>
</tr>
<tr>
<td>Martin Luther King Holiday (no classes, campuses closed)</td>
<td>January 16</td>
</tr>
<tr>
<td>First Day of Classes</td>
<td>January 17</td>
</tr>
<tr>
<td>First Day for Returning Students to Pick Up Refund Checks</td>
<td>January 17</td>
</tr>
<tr>
<td>First Day for New Students to Pick Up Refund Checks</td>
<td>January 19 (after 4 p.m.)</td>
</tr>
<tr>
<td>Last Day to Add/Drop Courses without Financial Penalty*</td>
<td>January 26</td>
</tr>
<tr>
<td>Last day to Apply for Spring Graduation—All Students</td>
<td>January 26</td>
</tr>
<tr>
<td>Shambhala Day Celebration</td>
<td>February 22</td>
</tr>
<tr>
<td>Last Day to Withdraw from Courses*</td>
<td>February 24</td>
</tr>
<tr>
<td>Preferred Deadline to Apply for Financial Aid for Upcoming Year—All Students</td>
<td>March 1</td>
</tr>
<tr>
<td>Community Practice Day (no classes, offices closed)</td>
<td>March 6</td>
</tr>
<tr>
<td>Spring Break (limited campus hours: 9 a.m. - 6 p.m. Monday–Friday only)</td>
<td>March 24–April 1</td>
</tr>
<tr>
<td>Deadline to Apply for Most Naropa Scholarships and Assistantships</td>
<td>April 1</td>
</tr>
<tr>
<td>Fall &amp; Summer Registration Begins for Returning Students</td>
<td>April 9</td>
</tr>
<tr>
<td>Last Day to Apply for Summer Graduation—All Students</td>
<td>April 9</td>
</tr>
<tr>
<td>Deadline to Submit Summer Independent Study Applications</td>
<td>May 1</td>
</tr>
<tr>
<td>Last Day of Classes **</td>
<td>May 9</td>
</tr>
<tr>
<td>Make-Up Day for Classes Missed Due to Snow Closure, Instructor Illness, etc.</td>
<td>May 10</td>
</tr>
<tr>
<td>Commencement</td>
<td>May 12</td>
</tr>
<tr>
<td>Grades Due</td>
<td>May 18</td>
</tr>
</tbody>
</table>
* Exception: Workshops and courses on alternate calendar

** * Monday, Tuesday, and Make-Up for Shambhala Day classes must meet in this 16th week in order to make up for days missed due to Martin Luther King Jr. Day, Practice Day, and Shambhala Day.

## INTERSESSION

<table>
<thead>
<tr>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>No classes</td>
<td>May 9–May 20</td>
</tr>
</tbody>
</table>

## SUMMER SEMESTER 2012

<table>
<thead>
<tr>
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</thead>
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<tr>
<td>Academic Summer Session</td>
<td>May 21–July 17</td>
</tr>
<tr>
<td>Last Day to Drop/Add*</td>
<td>See individual courses</td>
</tr>
<tr>
<td>Memorial Day Weekend (no classes, campuses closed)</td>
<td>May 26–28</td>
</tr>
<tr>
<td>Fourth of July Holiday (no classes, campuses closed except SWP)</td>
<td>July 4</td>
</tr>
<tr>
<td>All Summer Grades Due</td>
<td>July 27</td>
</tr>
<tr>
<td>Deadline to Submit Fall Independent Study Applications</td>
<td>August 1</td>
</tr>
</tbody>
</table>
* Most summer classes are on an alternate schedule. Please check the printable or web based course schedule.

## INTERSESSION

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
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</thead>
<tbody>
<tr>
<td>No Classes</td>
<td>July 18–August 26</td>
</tr>
</tbody>
</table>

Buildings open for shortened hours during breaks & campuses closed on some holiday weekends. Intersession hours are generally 9 a.m. - 6 p.m., Monday–Friday only. Please see www.naropa.edu/buildinghours for specific hours.
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ACADEMIC DEGREE PROGRAMS

BACHELOR OF ARTS
Contemplative Psychology
   Psychological Science
   Psychology of Health and Healing
   Somatic Psychology
   Transpersonal and Humanistic Psychology
Early Childhood Education
Environmental Studies
Interdisciplinary Studies
Music
Peace Studies
Religious Studies
Traditional Eastern Arts
   Aikido
   Ta-chi Ch’uan
   Yoga Teacher Training
Visual Arts
Writing & Literature

BACHELOR OF FINE ARTS
Performance

MINORS
Contemplative Education
Contemplative Psychology
Early Childhood Education
Ecology and Systems Science
Environmental History and Justice
Environmental Sustainability
Gender and Women’s Studies
Music
Peace Studies
Performance
Permaculture
Religious Studies
Sacred Ecology
Sanskrit
Tibetan
Traditional Eastern Arts
Visual Arts
Writing & Literature

UNDERGRADUATE CERTIFICATES
Contemplative Psychology
Early Childhood Education
Music
Religious Studies
Traditional Eastern Arts
Visual Arts

MASTER OF ARTS
Contemplative Education (low-residency program)
Environmental Leadership
Psychology: Contemplative Psychotherapy
Religious Studies
   Contemplative Religions
   Indo-Tibetan Buddhism
Religious Studies with Language [Sanskrit or Tibetan]
   Contemplative Religions
   Indo-Tibetan Buddhism
Somatic Counseling Psychology
   Body Psychotherapy
   Dance/Movement Therapy
Transpersonal Counseling Psychology
   Art Therapy
   Counseling Psychology
   Wilderness Therapy
Transpersonal Psychology: Ecopsychology (low-residency program)

MASTER OF DIVINITY
History of Religions
Tibetan Tradition

MASTER OF FINE ARTS
Creative Writing (low-residency program)
Theater: Contemporary Performance
Writing & Poetics
   Poetry
   Prose
   Translation
Inspired by the rich intellectual and experiential traditions of East and West, Naropa University is North America’s leading institution of contemplative education.

Naropa recognizes the inherent goodness and wisdom of each human being. It educates the whole person, cultivating academic excellence and contemplative insight in order to infuse knowledge with wisdom. The university nurtures in its students a lifelong joy in learning, a critical intellect, the sense of purpose that accompanies compassionate service to the world, and the openness and equanimity that arise from authentic insight and self-understanding. Ultimately, Naropa students explore the inner resources needed to engage courageously with a complex and challenging world, to help transform that world through skill and compassion, and to attain deeper levels of happiness and meaning in their lives.

Drawing on the vital insights of the world’s wisdom traditions, the university is simultaneously Buddhist-inspired, ecumenical, and nonsectarian. Naropa values ethnic and cultural differences for their essential role in education. It embraces the richness of human diversity with the aim of fostering a more just and equitable society and an expanded awareness of our common humanity.

A Naropa education—reflecting the interplay of discipline and delight—prepares its graduates both to meet the world as it is and to change it for the better.
ABOUT NAROPA

“The point is not to abandon scholarship but to ground it, to personalize it and to balance it with the fundamentals of mind training, especially the practice of sitting meditation so that inner development and outer knowledge go hand in hand. . . . A balanced education cultivates abilities beyond the verbal and conceptual to include matters of heart, character, creativity, self-knowledge, concentration, openness and mental flexibility.”
—Judy Lief, trustee and former Naropa University president

A Naropa University Education
Naropa University has offered mission-based contemplative education to both undergraduate and graduate students for more than thirty-five years. Informed by ancient Eastern educational philosophies, contemplative education at Naropa experiments with another way of knowing through its joining of rigorous liberal arts training and the disciplined training of the heart. Transcending the belief that knowledge arises in the thinking mind only, this educational philosophy invites students to embrace the immediacy of their interior lives as a means for fully integrating what they learn.

Contemplative education is not solely traditional education with a course in meditation thrown in; it is an approach that offers an entirely new way of understanding what it means to be educated in the modern Western liberal arts tradition. At Naropa University, students wholeheartedly engage in mindfulness-awareness practices in order to cultivate being present in the moment and to deepen their academic study. Woven into the fabric of the curriculum are practices that include sitting meditation, t'ai-chi ch'uan, aikido, yoga, Chinese brushstroke, and ikebana. The depth of insight and concentration reached through students’ disciplined engagement with contemplative practices alters the very landscape of learning and teaching at Naropa.

Through such a focused self-exploration, students acquire the ability to be present in the classroom and in their lives; to engage in active listening with an open mind; to analyze a subject; and to integrate what has been learned with personal experience. Other resulting qualities include the development of openness, self-awareness and insight; enhanced speaking and listening skills; the sharpening of insight; and an appreciation of the world’s diversity and richness. From this self-understanding comes an ability to appreciate the value of another’s experience.

The goal of a Naropa University education is not to nurture the solitary contemplative only; it is also to cultivate those at the other end of the spectrum whose interior work acts as preparation for compassionate and transformative work in the world. More specifically, the value of contemplative education is measured in Naropa students’ ability to put their wisdom and insight into practice through creative, helpful, and effective action.

Accreditation
Naropa University is accredited by the Higher Learning Commission and is a member of the North Central Association of Colleges and Schools (www.ncahighereducationcommission.org).

Students
The Naropa University student body is a vibrant and active group that comprises a mix of approximately 1,049 undergraduate and graduate students from 48 states, the District of Columbia, Puerto Rico and 24 countries. Naropa graduates can be found in the United States and around the world in a variety of service professions, creative endeavors and research initiatives. Naropa’s student/faculty ratio is 9:1, and an average class size is fourteen students.

Faculty
Naropa faculty members are dedicated to teaching, learning, research, and Naropa’s mission of contemplative education. They share an interest in, and experience of, contemplative practice that helps to create and sustain the educational environment important to the university. The faculty’s wide-ranging and recognized professional experience contributes a sense of immediacy and relevancy to the classroom.

Campuses
The university is located on three campuses in the city of Boulder, Colorado: the Arapahoe Campus in central Boulder, the Paramita Campus at 30th Street in north Boulder, and the Nalanda Campus in east Boulder. The Arapahoe Campus and surrounding grounds include a performing arts center, a meditation hall, classrooms, faculty and administrative offices, and the Allen Ginsberg Library. The Paramita Campus houses the Graduate School of Psychology (Transpersonal Counseling Psychology, Somatic Counseling Psychology, and Contemplative Psychotherapy). The Nalanda Campus is the center for the performing and visual arts and houses the BFA in Performance program, art studios for Visual Arts and the TCP Art Therapy program, and an events center for Extended Studies and Naropa community events.

The city of Boulder, twenty-five miles northwest of Denver, is situated against the foothills of the Rocky Mountains. Boulder is a cosmopolitan city of 100,000 and is also home of the University of Colorado. The city offers a variety of cultural resources and 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 fields. These institutions provide variety in Boulder’s educational environment.

History
Naropa was founded in 1974 by Chögyam Trungpa Rinpoche, a lineage holder of the Kagyu and Nyingma Buddhist traditions. A scholar and artist as well as meditation master, Trungpa Rinpoche has become widely recognized as one of the foremost teachers of Buddhism in the West. With the founding of Naropa, he realized his vision of creating a university that would combine contemplative studies with traditional Western scholastic and artistic disciplines. Naropa University is inspired by Nalanda University. Established under the auspices of Mahayana Buddhism, Nalanda flourished in India from the fifth to the twelfth 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 eleventh-century abbot of Nalanda University and a great Buddhist scholar, teacher, and practitioner. Naropa was renowned for bringing together scholarly wisdom and meditative insight.
The Naropa University seal was designed by Naropa’s founder, Chögyam Trungpa Rinpoche, on whose teachings the school’s philosophies are based; thus, its meaning speaks to the Naropa experience with simultaneous relevance to the school’s history and its present-day form.

The Sanskrit words written in Tibetan on the ribbon at the bottom of the seal—prajña garbha—literally mean “womb of wisdom,” but translate more loosely as “place where wisdom is nurtured.” The word prajña, meaning wisdom, differs from the traditional academic view of knowledge. Often defined by Trungpa Rinpoche as “knowingness,” prajña encompasses greater insight, independent of accumulation of facts or information.

The wheel of dharma, or wheel of the teachings, appears at the center of the seal and signifies the power, communication, and spread of true teachings. At the center of the wheel of dharma is the “coil of joy,” which symbolizes the transformation of the three “poisons” (passion, aggression and ignorance) into three “wisdoms” (appreciation, clear seeing, and openness). The wheel of dharma has another, secular significance: great monarchs could roll their chariot wheels over great distances, spreading teachings and understanding into the world. The connotation is of spreading benefit, rather than proselytizing.

Literally, prajña is the flame that burns conceptual mind. The flames surrounding the seal create a mandala and boundary around the learning space. That space requires unconditional commitment to learning without personal agenda.
ADMISSIONS

Campus Visits
Prospective students are strongly encouraged to visit. Tours are conducted Monday through Friday at the Arapahoe Campus; on Monday and Friday or by appointment at the Paramita Campus; and by appointment only at the Nalanda Campus, as long as the university is open.

The Paramita and Nalanda campus tours require reservations and a minimum of twenty-four hours’ advance notice. Informational sessions with admissions counselors as well as class observations are also available. Please contact the visitation coordinator directly at 303-546-3548 or 800-772-6951 for further details.

For more information about admission procedures, visiting the university, or specific academic programs, please contact: Admissions Office, Naropa University, 2130 Arapahoe Avenue, Boulder, Colorado 80302-6697, or phone 303-546-3572 or 1-800-772-6951 (if outside of the 303 area code).

Undergraduate Admission
In keeping with its philosophy of contemplative education, Naropa University values and seeks to foster an individual’s aspiration to contribute to the world with understanding and compassion. When making admission decisions, the admissions committee considers academic background, connection to Naropa’s unique mission, and readiness to engage in contemplative, experiential college work. A student’s transcript, essays, interview, and letter of recommendation play important roles in the admissions process.

Priority Deadlines
Naropa University uses a rolling admission policy and a priority deadline as the initial deadline for receiving completed applications. Applicants may apply as early as September for summer and fall admission. Applications received between September 1 and the priority deadline will be given equal consideration. Applications received after the priority deadline will be reviewed on a space-available basis. After the priority deadline, prospective students may call the Admissions Office to see if spaces are available. All new and transfer students may apply for either the fall or spring semester. [Spring admission to the BFA program is on a space-available basis].

The Office of Admissions strongly encourages applicants to submit a completed application. This means that all transcripts and the letter of recommendation should be sent to the applicant in sealed envelopes, and an entire application should be sent to the Admissions Office by the priority deadline.

• January 15 for fall semester admission
• October 15 for spring semester admission

Undergraduate Admission Requirements
1. Parts A and B of application form.
2. A $50 nonrefundable fee in the form of a check or money order, payable to “Naropa University.” Applicant’s name must be clearly indicated on the check.
3. Part C - Three Essays (all must be typed).
4. Official high school transcript for first-time first-year students and transfer applicants with 0 to 29 credits.
5. Official copy of a GED (if no high school diploma), which must be accompanied by a high school transcript if any courses were taken (see #4).
6. Official college transcripts for every university attended even if no credits were earned (must be sent to the student or directly to Naropa University in an envelope sealed by the registrar).
7. Letter of Recommendation: One from a teacher or someone who knows the applicant well other than a family member, significant other, or current therapist. We prefer the letter be on the form provided or attached to it.
8. Transfer Students: Supplemental applications and/or art samples are required for the following programs: Music, Visual Arts, and Writing & Literature. Supplemental applications are available online.
9. A phone or in-person interview is optional for undeclared applicants and required for students applying as transfers to all programs with the exception of Writing & Literature.
10. Submission of creative work—poetry, art slides, music [optional].
11. Test Scores: Original score reports for the ACT and/or SAT tests are optional. Naropa University’s ACT code is 4853; SAT code is 0908.

Naropa University is a member of the Common Application, and students may apply using the application found at www.commonapp.org.

Transfer Students
Students who have completed 30 semester credits or more are eligible to apply directly to a Bachelor of Arts major or the Bachelor of Fine Arts in Performance or may choose to enter Naropa as an undeclared student. Of the 120 total semester credit hours required for a bachelor’s degree, the final 60 must be taken at Naropa University. Residency is required in the first semester.

Establishing Transfer Credits
College-level courses completed at regionally accredited institutions of higher education with a grade of at least “C” must be counted toward transfer credit. A maximum of 60 credits will be accepted. A pass, credit, or satisfactory grade is not accepted unless the transcript states it is equal to a “C” or that the course was offered for pass/fail only. A maximum of 30 technical or vocational credits will be accepted. No physical education credits will be accepted unless they resemble courses offered at Naropa.

No contemplative practice credits will be accepted to fulfill core requirements; these may only be applied as electives. Naropa does not award transfer credit for remedial courses taken in college. Once credit has been transferred, it cannot be removed from the student record. Naropa University does not transfer credits from outside institutions into the student’s major or minor.

The categories below describe ways of earning transfer credit for learning completed outside the traditional college classroom. Advanced Placement (AP), International Baccalaureate (IB), and other forms of nontraditional transfer credit such as College Level Examination Program (CLEP) may not be counted toward major, minor or prerequisite requirements. A maximum of
30 semester credits may be earned through a combination of the following alternative transfer possibilities:

1. College Level Examination Program
   The College Level Examination Program is a national program administered by the College Board to measure college-level learning completed outside the traditional college classroom. Naropa University grants up to 30 semester credits for all exams passed in subject areas that do not duplicate prior college course work, 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 visit www.collegeboard.com.

2. Advanced Placement and International Baccalaureate
   Naropa University accepts both advanced placement and international baccalaureate credit:
   - AP exams with a score of 3, 4, or 5 are granted 3 semester credits each.
   - AP exams may not be allowed to fulfill core requirements but are brought in as electives with the exception of COR110/Writing Seminar I.
   - IB Diploma: 30 college credits and sophomore standing will be given if all six examinations received a score of 4 or above. If any exam score was under 4, 6 college credits will be given for HL scores above 4 and 3 college credits will be given for every SL score above a 5.
   - For students who took IB courses but did not seek an IB Diploma, 3 college credits will be given for HL scores of 4 or above. No college credits will be given for SL scores.

3. DSST/DANTES EXAMS
   DSST/DANTES exams are available in a wide range of topics. Naropa University grants up to 30 semester credits for all exams passed in subject areas that do not duplicate prior college course work. Naropa uses the minimum passing score recommended by the American Council on Education. See www.getcollegecredit.com for more information.

4. Military Transcripts
   Naropa University also transfers in credit from an official military transcript.

   Applicants Educated Outside the United States
   Applicants (including U.S. citizens and permanent residents educated outside the United States) must have all non-U.S. records of secondary and postsecondary education—including grades earned for individual subjects—evaluated by a professional evaluation service (such as Joseph Silny or AACRAO) and forwarded to the Naropa Admissions Office for evaluation with other application materials.

   Transcript Evaluations
   Once a student is accepted to Naropa University, the Registrar’s Office will prepare a transcript evaluation, documenting all transferable credit and how it applies toward the core requirements. Naropa will transfer into the degree all possible credit from previous institutions. Upon arrival at Naropa, new students should meet with their advisors to approve the transcript evaluation. Students must request changes to this document during their first semester at Naropa. This includes any course work or AP/IB exams taken before matriculation that may not have been sent to the Office of Admissions. After one semester, no changes may be made. Naropa University does not transfer credits from outside institutions into the student’s major or minor.

   Tuition Deposit
   Once a student is accepted, a nonrefundable, nontransferable deposit of $250 must be paid by May 1 (for fall admission) or November 15 or three weeks after acceptance (for spring admission) to reserve a space in the program. This deposit is applied towards the student’s first semester tuition. This deposit may not be deferred to another semester and is only returned to an enrolled student either upon graduation or upon official withdrawal from Naropa. See the Financial Aid section for more information on official withdrawals.

   Deferrals
   Students may request to defer their acceptance for up to one year. Each request for deferral is reviewed by the Admissions Committee and is accepted or denied on a case-by-case basis. Reasons for an acceptance of deferral would include traveling, service/volunteer work, family situations, timing, etc.

   1. Students must complete their application and be accepted in order to request a deferral. They may not defer their application prior to an acceptance status.
   2. Students must send their request for deferral to The Office of Admissions via email or a letter.
   3. After the first day of classes, new students may no longer defer.
   4. If denied, the student may reapply for admission at another time.
   5. If approved, the student may not attend another college in the time off and must pay the confirmation deposit at the appropriate time.
   6. Students who have already paid their deposit must forfeit the $250 and move back to an ACCEPTED status.

   Certificate Programs
   Students who have completed at least 60 semester credits are eligible to apply for one of the many certificate programs, which are available in Contemplative Psychology, Early Childhood Education, Music, Religious Studies, Traditional Eastern Arts (Yoga Teacher Training), and Visual Arts. These programs enable students to study subjects offered at the undergraduate level intensively without having to meet the 60-semester-credit residency, general education, or contemplative arts requirements. Certificate programs require one year of study (30 semester credits) with the exception of the Traditional Eastern Arts program which, takes two years to complete. 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 programs, and financial aid may be available. Please call the Office of Admissions for more information.

   Changing a Major or Program
   Declaring a Major
   Students who have satisfactorily completed a total of 30 credits are eligible to declare a major. To best prepare for the major declaration process, students should meet with their 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 relevant pages of this catalog.

   From One BA Major to Another
   Students who wish to change from one BA major to another must fill out an Application to Declare a Major form (available outside the Student Administrative Services [SAS] Office). The student’s current program advisor and new department major chair or administrative director must sign this form. Completed forms must be submitted to the Student Administrative Services Office. This process must be completed at least one full semester before a student’s graduation date.

   From a Certificate to a BA Program
   Students who wish to change from a certificate to a BA program must have their admissions application reviewed. Additional materials may be required. Students may contact the Admissions Office for more details.

   From a BA to a Certificate Program
   Students who wish to change from a BA to a certificate program must fill out an Application to Declare a Major form (available outside the SAS office). The student’s current advisor and prospective department chair
or administrative director must sign this form. Completed forms must be submitted to the Student Administrative Services Office at least one full semester before graduation to ensure all requirements are met.

**From a Visiting Student to a Degree Student**
A visiting student 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 a student has 30 credits or more, the student must complete any supplemental application materials required by the department. Admission is not guaranteed. If accepted, the student needs to pay another $250 confirmation deposit.

**Graduate Admission**
In keeping with its philosophy of contemplative education, Naropa University’s graduate school values and seeks to foster an individual’s aspiration to contribute to the world with understanding and compassion. The academic departments’ admissions committees consider inquisitiveness and engagement with the world as well as previous academic achievement when making acceptance decisions. A student’s transcript, statement of interest, interview, letters of recommendation, experience in the field, and supplemental application materials play important roles in the admissions process. GRE scores are not required.

It is highly recommended that applicants submit a completed application before or by the priority deadline; applications received after this date are considered on a space-available basis. Consequently, Naropa encourages early application. To see if spaces are open after the priority deadline, prospective students may check the Admissions page online or call the Admissions Office.

**Priority Deadlines**
Naropa University uses a rolling admission policy. Applicants may apply as early as September for summer and fall admission. Applications received between September 1 and the priority deadline will be given equal consideration. Applications received after the priority deadline will be reviewed on a space-available basis.

- January 15 for summer semester admission (MFA Writing & Poetics, MFA Creative Writing, MA Contemplative Education, and MA Transpersonal Psychology: Ecopsychology)
- January 15 for fall semester admission
- October 15 for spring semester admission (MFA Writing & Poetics and MFA Creative Writing only)

**Establishing Transfer Credits**
Naropa University’s graduate programs may accept up to 6 semester units of transfer credit from other universities. Approval of transfer credit is at the expense of the applicant.

**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 studies at Naropa.
If a student is applying to a different program within the same department, the student should not go through the Admissions Office. The student must instead fill out a Change of Major form available outside of SAS and see the department chair for internal procedures.

**International Student Admission**

International students are a valued part of the Naropa community and are encouraged to apply. The university currently has fifty international students representing twenty-four countries.

The application process for international students includes those procedures previously outlined for domestic undergraduate and graduate students: application fee, statement of interest, transcripts, recommendation letters, résumé (for graduate students), and any departmental supplemental materials must be included.

In addition, students whose native languages do not include English must submit the Test of English as a Foreign Language (TOEFL). A minimum score of 79–80 (internet-based), 213/550 (computer-based/paper-based) or better on the TOEFL for undergraduate students or a 100/250/600 (internet-based/computer-based/paper-based) or better for graduate students is required. Applicants should request that scores be sent directly to Naropa University (school code: 3342).

All records of secondary and postsecondary education, including grades earned in each subject, must be translated into English and professionally evaluated by a recognized agency (such as Joseph Silny or AACRAO) before being submitted with the other application materials. Independent evaluators generally cost $50 to $100. Please contact the Office of Admissions for more information.

**Financial Statement and Passport**

International students who are accepted academically to Naropa and need a Form I-20 to apply for an F-1 student visa must submit documentation in English of financial resources for the first academic year (nine months) to the Admissions Office. Documentation must show the ability to pay both tuition and living expenses as estimated by Naropa University. There are three ways to provide the required documentation:

- A personal bank statement in the student’s name
- Personal sponsorship documentation including a letter of support accompanied by the sponsor’s bank statement
- Government or private foundation sponsorship documentation including a letter from the sponsor confirming support and stating the amount of aid.

For residential students the required amount of support for the 2011–12 school year is $37,000 and will be $37,500 for 2012–13. Students must complete the Source of Funds Statement for International Students. For low-residency program students who plan to apply for student visas, documentation is required. Naropa University also requires a copy of the first page of the student’s valid passport.

**Dependents**

Students planning to bring dependents must document an additional amount of funding: $6,300 for a spouse and $5,700 for each dependent. In addition, the Admissions Office will need the following information on each dependent: first and last name, birth date, country of birth, and country of citizenship.

**Confirmation Deposit**

No immigration documents can be issued until the above requirements have been met and the student has paid the $250 confirmation deposit. The deposit can be paid in two ways:

- In U.S. dollars drawn on a U.S., Canadian or United Kingdom bank
- The equivalent of $250 U.S. in the student’s currency drawn on an international bank

International students who have met all conditions for admission and have been issued an I-20 may use it to apply for an F-1 student visa at a U.S. consulate in their home country. International 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 University has a part-time international student advisor whose job it is to assist international students in understanding their obligations under their immigration status and to help them use the resources available to them to pursue their educational and career goals.

**Employment**

International students on F-1 or J-1 visas may be employed on campus. Under certain conditions they may do practical training off campus related to or required by their academic programs.

**Transfer Students**

Transfer students who hold F-1 visas and are currently studying at another U.S. institution must inform the DSO at their current school that they intend to transfer to Naropa University so that the DSO can process the transfer in SEVIS.

**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.
OTHER WAYS OF ATTENDING NAROPA

Visiting Student Program
This program is for undergraduate students who would like to spend a semester or year at Naropa as a full-time student. To study at Naropa University as a visiting student for longer than one year, the student must reapply. Visiting students must apply for admission using the visiting student application. They will work with an admissions counselor 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. This program is for full-time students only.

Part-time, Non-degree Student
The part-time non-degree student program allows an individual to take Naropa classes for credit as a nonmatriculated student. Part-time non-degree students need not apply through the Admissions Office. Students with part-time status may register for 0.5 to 11.5 undergraduate credits per semester or 0.5 to 8.5 graduate credits per semester. Those wishing to take more credits must apply through the Visiting Student Program. Courses are only open to the public on a space-available basis, and not all classes are open to the public. Contact the Registrar’s Office at 303-546-3500 for information and to register.

Dual Enrollment
Students currently enrolled in high school who 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 high school students.

Extended Studies
Naropa University Extended Studies offers workshops, classes, lectures, conferences, online courses, and professional development programs open to the community, and also offers graduate and undergraduate courses at a reduced tuition rate if not taken for credit. Letters of attendance and continuing education credits (CEUs) are available upon request for selected programs. There is no admission process for those wishing to pursue noncredit study at the university. However, certain professional development programs do require an application to be submitted to the program director. Students taking classes on a noncredit basis do not receive course work evaluation or transcript services. Please call 303-245-4800 or 1-800-603-3117 to request a free copy of the current Extended Studies catalog, which contains complete registration information.

Naropa Online Campus
Naropa Distance Learning offers a variety of courses and low-residency degree programs from the heart of its curriculum, translated for interactive delivery over the internet by Naropa faculty. The dynamic online learning communities utilize the latest available technology to allow students to complete course material with a minimum of technological needs. Students interact with other students and the instructor through a variety of means, including message boards, a journal feature, chat rooms, and a document-sharing page. Students use password-protected web pages to access printed lectures, audio and video lectures, message boards, and online discussion areas. The classes are not self-paced; students progress with the instructor and other students throughout the traditional semester dates. Graduate- and undergraduate-level classes are available. Students should expect to spend between six and ten hours a week during the semester to complete each class. Visit Naropa’s online campus at www.naropa.edu/distance for more details.

Students who would like information about pursuing a low-residency degree at Naropa may call 303-546-3572 or 1-800-772-6951 (outside of 303 area code) or email admissions@naropa.edu.
Students who would like to take an online course and have registration questions may call 303-546-3511 or email registrar@ecampus.naropa.edu.
Students who have questions about online learning may call 303-245-4702 or email inquiry@ecampus.naropa.edu with “Naropa Distance Learning Inquiry” in the subject line.
With technical questions, students should first visit the technical requirements page, accessible from Naropa’s online campus homepage. With further questions, they should contact the 24-hour technical support help desk by phone at 877-740-2213 or email helpdesk@ecampus.naropa.edu.
**Tuition Payment Plan**
Students unable to pay their balance in full by the due date may elect to enroll in a payment plan that divides the remaining unpaid balance over four payments. See www.naropa.edu/tuitionfees or contact the tuition cashier for details.

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

**Tuition & Fees**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Tuition</td>
<td>$850/credit</td>
</tr>
<tr>
<td>Undergraduate Tuition</td>
<td></td>
</tr>
<tr>
<td>Full-time (12–18 credits/semester)</td>
<td>$13,100/semester</td>
</tr>
<tr>
<td>If less than 12 credits/semester</td>
<td>$850/credit</td>
</tr>
<tr>
<td>If more than 18 credits/semester</td>
<td>$850/credit + $850/credit for each credit more than 18 credits</td>
</tr>
<tr>
<td>Audit</td>
<td>$25/credit</td>
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**Deposits**
New Student Confirmation Deposit $250
(nonrefundable if student does not matriculate)

**Mandatory Fees per Semester**

<table>
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<tr>
<th>Fee</th>
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</thead>
<tbody>
<tr>
<td>Registration Fee (fall &amp; spring)</td>
<td>$250</td>
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<tr>
<td>Registration Fee (summer)</td>
<td>$120</td>
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<tr>
<td>RTD Bus Pass Fee (subject to change by RTD)</td>
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<tr>
<td>On-Campus Students</td>
<td>$55</td>
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<tr>
<td>Activity Fee</td>
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**Late Fees**

<table>
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<tr>
<th>Fee</th>
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<tbody>
<tr>
<td>Late Application for Graduation</td>
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<tr>
<td>Late Graduation Clearance Form</td>
<td>$45</td>
</tr>
<tr>
<td>Tuition Payment Late Fee (+18% annual interest, compounded monthly)</td>
<td>$50</td>
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**Processing Fees**

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<th>Fee</th>
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<tbody>
<tr>
<td>Payment Plan Setup Fee</td>
<td>$50/semester</td>
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<tr>
<td>Payment Plan Late Payment</td>
<td>$15/late payment</td>
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<tr>
<td>Returned Check Fee</td>
<td>$20</td>
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<tr>
<td>Duplication Student File (per page)</td>
<td>$1</td>
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<tr>
<td>Maximum Student File Duplication Fee</td>
<td>$30</td>
</tr>
<tr>
<td>Financial Exception Processing Fee (if deemed applicable by the Policy Committee)</td>
<td>up to $50</td>
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**Transcript Fees**

<table>
<thead>
<tr>
<th>Fee</th>
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<tbody>
<tr>
<td>Unofficial Transcript (available on web registration for no cost)</td>
<td>$5</td>
</tr>
<tr>
<td>Official Transcript</td>
<td>$5</td>
</tr>
</tbody>
</table>

**Special Charges (in addition to transcript fee)**

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faxing Transcript</td>
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</tr>
<tr>
<td>24-hour Service</td>
<td>$10</td>
</tr>
<tr>
<td>Overnight Express Delivery</td>
<td>$34</td>
</tr>
<tr>
<td>Replacement Diploma</td>
<td>$34</td>
</tr>
</tbody>
</table>

**Special Fees**
Some classes have special fees. Please view the course schedule at www.naropa.edu/registrar.

**Note:** All full-time undergraduates are required to carry health insurance. Full-time undergraduates will be charged for health insurance unless they can prove that they have comparable coverage under an existing policy and complete a waiver form.

**Staff and Faculty Tuition Benefits**
Staff and faculty should contact the Human Resources Office with any questions regarding tuition benefits.
University-funded financial aid programs, in coordination with federal financial aid programs, provide assistance to students enrolled in Naropa's degree programs. Approximately 70 percent of Naropa degree students receive financial assistance in the form of loans, student employment, scholarships, assistantships, and grants.

Scholarships and Grants

Institutional Scholarships for Degree Students
All Naropa scholarships are need-based and are open to international students unless stated otherwise. Applicants for scholarships listed in this section must, unless otherwise indicated, (1) apply for financial aid by completing either the Free Application for Federal Student Aid (FAFSA) or the International Student Financial Aid Application by March 1; (2) have a completed admissions application on file for one of the university’s degree programs; (3) submit scholarship application materials to the financial aid office; and (4) be a full-time student at the time of receiving the award, unless otherwise indicated. Scholarship applications are due April 1, and awards are announced in early May, unless otherwise indicated.

General Scholarships/Grants

Nancy Ashman Memorial Scholarship
Awarded to one entering first-year student who exhibits strong academic promise and significant financial need.

Coburn Berry Scholarship for First-Generation Students
Offered to one or two students who are first-generation undergraduates (neither parent attended college).

W.E.B. DuBois Scholarship
Awarded yearly to one graduate or undergraduate student with experience working with populations of color. This scholarship is available only to U.S. citizens and permanent residents.

Charles B. Edison Jinpa Scholarship
Awarded to one or two returning graduate or undergraduate students per year who are U.S. citizens or permanent residents and who can demonstrate experience in working with underrepresented populations.

Honor Scholarship
Honor scholarships are awarded to a limited number of entering, full-time students from all programs who are deemed outstanding based on their admission applications.

Federal Pell Grant
Through this federal need-based grant, students may be awarded anywhere from $278 to $5,550 for the academic year.

Federal Supplemental Educational Opportunity Grant (SEOG)
This is a small federal grant made to a limited number of extremely needy applicants.

Marvin I. Naiman Scholarship
The Marvin I. Naiman Scholarship is awarded annually to two undergraduates with financial need who have taken a nontraditional path to higher education (e.g., returning to school after a substantial hiatus).

Naropa University Grant
Naropa University Grants are awarded to full-time degree-seeking undergraduate students with high financial need.

Presidential Scholarship
Awarded to a limited number of entering students deemed exceptional based on the student’s admission application.

Gerald Red Elk Scholarship
Awarded to one undergraduate student at a time who can demonstrate experience working with Native American populations.

Roof Memorial Scholarship
The Roof Memorial Scholarship is awarded to one or more undergraduate students exhibiting financial need.

Program-Specific Scholarships

John W. Cobb Scholarship
Awarded to one undergraduate Peace Studies major each year by the department.

Aimee Grunburger Award
The Aimee Grunburger Award is awarded to one graduate, undergraduate, or noncredit Summer Writing Program student of nontraditional age who demonstrates excellence in the field of poetry.

Francis Harwood Scholarship
The Francis Harwood Scholarship is awarded to one outstanding Environmental Studies student each year based on departmental recommendation.

Zora Neale Hurston Award
The Zora Neale Hurston Award is given to selected students who have experience working with people from diverse cultural and ethnic backgrounds for one session of the Summer Writing Program.

Martin Janowitz Scholarship
Awarded annually to an undergraduate student in Environmental Studies or to a graduate student in Environmental Leadership.

Colin Wolcott Music Scholarship
The Colin Wolcott Music Scholarship is awarded to one or two outstanding undergraduate music students each year by Naropa’s Department of Music.

Lucien Wulsin Scholarship in the Performing Arts
Awarded to two or three incoming or returning MFA in Theater or BFA in Performance students.

American Art Therapy Association Conference Scholarship
Students pursuing a degree in Transpersonal Counseling Psychology with a concentration in Art Therapy, who also plan to attend the American Art Therapy Association Conference in November and who exhibit financial need, are eligible for consideration.

Ted Berrigan Scholarship
The Ted Berrigan Scholarship is awarded annually to one to three new or returning MFA Writing & Poetics students in the poetry or translation concentrations.
Martha Bonzi Scholarship
Awarded to one entering MA student in the Religious Studies Department per year, the Martha Bonzi Scholarship is based on motivation to serve others and academic performance.

Robert Creeley Scholarship
The Robert Creeley Scholarship is awarded annually to one to three new or returning low-residency MFA students in Creative Writing.

W.E.B. DuBois Scholarship
Please see earlier description.

Louise Fabbro Memorial Scholarship
The Louise Fabbro Memorial Scholarship is awarded to one or more MA Contemplative Psychotherapy students in their third year of study.

Jack Kerouac Scholarship
The Jack Kerouac Scholarship is awarded annually to one to three MFA Writing & Poetics prose or translation students.

Frederick P. Lenz Foundation Merit Scholarship
Awarded to one incoming graduate student in the Master of Divinity or MA in Religious Studies: Indo-Tibetan Buddhism program, this scholarship is made possible by a grant from the Frederick P. Lenz Foundation for American Buddhism.

Frederick P. Lenz Foundation Graduate Assistance Scholarship
This scholarship, made possible by a grant from the Frederick P. Lenz Foundation for American Buddhism, helps promising graduate students in the Religious Studies Program.

Bernie Marek Scholarship
The Bernie Marek Scholarship is awarded to an incoming Art Therapy student who exhibits academic and artistic ability.

Oso Tinker Scholarship
The Oso Tinker Scholarship is available to one or two students entering the second year of the Wilderness Therapy program.

Owen Weber-Weinstein Scholarship
This scholarship is awarded to two students in Wilderness Therapy or Religious Studies.

Hiro Yamagata Scholarship
Awarded to one or two entering MFA Writing & Poetics students per year who demonstrate an interest in, and familiarity with, writers from diverse ethnic backgrounds.

Financial Aid for International Students
International students are eligible for Naropa student employment, Naropa University Grants, and institutional scholarships. 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 complete the International Student Financial Aid Application by March 1 for the next academic year, however, late applications will be accepted.

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

Institutional Scholarships for Non-degree Students
Non-degree students are not required to complete the FAFSA or the International Student Financial Aid Application unless otherwise indicated.

Institute of American Indian Arts
Each year, Naropa’s Summer Writing Program works with the Institute of American Indian Arts in Santa Fe, New Mexico, to offer a summer scholarship to one BA student from IAIA. The award covers full tuition as well as housing costs during the Summer Writing Program.

Outside Financial Resources
Privately Funded Scholarships
Students are encouraged to apply for scholarships and grants from private foundations.


Rotary Scholarships
The Rotary Club annually awards scholarships to qualified students who are graduates of an accredited high school in Boulder County and who will be attending a Naropa-approved study abroad program.

State Scholarships and Grants
A student may be eligible for scholarships or grants from the state in which the student is a resident. Students should contact their state’s department of education to explore this possibility.

Veterans’ Benefits
Naropa University is approved by the Colorado Office of Veterans Education and Training (COVET) for Veterans’ Education Benefits and participates in the Yellow Ribbon Program.

Other Aid Programs
AmeriCorps
This program awards federal dollars in the form of an education voucher to U.S. citizens and permanent residents doing volunteer community work or doing community service work-study in a program that addresses tutoring, mentoring, and human needs. Unpaid student teaching, practicum, or fieldwork in education, sociology, nursing, etc., also qualify.

Federal College Work-Study
Federal College Work-Study is a federally funded work program that is awarded as part of a need-based financial aid package. Eligible students can work up to 15 hours per week within the university. Community Service Federal Work-Study positions may also be available at nonprofit organizations outside the university.

Federal Loans
Students may be awarded Federal Stafford Loans, Federal Perkins Loans, Federal Parent Loans, and Federal PLUS Loans for Graduate Students.

Graduate Assistantships
Graduate assistantships are available and will be listed at www.naropa.edu/employment/assistantships.cfm.

Naropa Student Employment
This is a university-funded work program available to international students. Students may be awarded Federal Stafford Loans, Federal Perkins Loans, Federal Parent Loans, and Federal PLUS Loans for Graduate Students.

Naropa Writing Center Writing Fellows
Graduate students who demonstrate advanced writing ability and a commitment to writing education are invited to apply to the Naropa Writing Center.

How to Apply for Financial Aid
Financial aid awards cover one academic year only. Students must reapply each year in the spring for financial aid for the following year. The academic calendar for financial aid purposes begins in the fall.

U.S. Citizens or Eligible Noncitizens
(International students should see the Financial Aid for International Students section.)
1. Free Application for Federal Student Aid (FAFSA)
   The first step in applying for financial aid is to complete the Free Application for Federal Student Aid at www.fafsa.ed.gov for the appropriate academic year. New students do not have to wait until an admissions application is on file to complete the FAFSA; however, the student must be accepted in order to receive a financial aid eligibility letter. Students are strongly encouraged to file the FAFSA by March 1.

2. Verification and Estimated Tax Information
   If a student’s FAFSA is selected for verification, the student must submit a signed copy of federal tax returns, W-2s, and a verification worksheet to the Financial Aid Office. Students who filed the FAFSA based on estimated returns may correct their FAFSA online once they have completed their tax return.

3. Financial Aid Eligibility Letter
   Once the Financial Aid Office has received all the necessary documents and the student has been accepted into a degree program, a financial aid eligibility letter will be sent to the student listing the types and amounts of aid for which they are eligible. Additional steps for receiving the aid will be included with the aid eligibility letter.

Enrollment Status and Financial Aid
Financial aid is awarded based on the intended enrollment status indicated by the student on the FAFSA or other correspondence.

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. Students who are registered for extended thesis or manuscript are not eligible for financial aid.

Students must complete an exit interview upon leaving the university or dropping below half-time status.

Consortium Agreement and Financial Aid
If a Naropa undergraduate student spends a semester taking classes at another institution through a consortium agreement, the student’s financial aid will still be processed by Naropa. The student will be eligible to be considered for Federal Pell grants and Federal Stafford and PLUS loans, but will not be eligible for any campus-based aid such as Naropa grants, scholarships, Perkins loans, Federal SEOG, or work-study.

Students Visiting from Other Colleges
Students planning to enroll in courses for credit at Naropa University as part of a degree program at another college or university should make arrangements for financial aid through their home school. Naropa is able to sign a consortium agreement with the home school to enable the student to receive aid through the home school.

Appeals of Financial Aid Rulings
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
Students must maintain satisfactory academic progress in order to retain eligibility for financial aid.

Withdrawals & Returns of Title IV Funds
If financial aid is received (other than college work-study) and the student terminates enrollment on or before 60 percent of the semester has elapsed, federal financial aid must be repaid.

Estimated Costs
Tuition and Fees
Please refer to the Paying the Bill section.

Living Expenses
Living expenses in Boulder are estimated to be approximately $1,500 per month.

Please feel free to contact the Financial Aid Office with any questions, concerns, or for additional information. Phone 303-546-3534; Fax 303-546-3536; finaid@naropa.edu; www.naropa.edu/tuitionfees.
Using the Policies in this Catalog

All students are responsible for all policies printed in this catalog and the student handbook. Every student is also responsible for the degree requirements of the major or program as listed in the catalog for the year in which the student enters. All other policies may change year-to-year; therefore, students should review both the catalog and student handbook annually to be aware of any changes in university policies. Some departments have approved policies that are more stringent than what is listed in the Academic Information section of this catalog. Students are responsible for understanding and adhering to such policies and should see their department’s handbook for more information.

Exceptions to Academic and Financial Policies

The university’s status as an accredited institution requires that students and the university follow all university policies. If a student has extenuating circumstances that the student believes justifies an inability to follow a particular academic or financial policy, the student may apply for an exception to policy. Requests for exceptions to a policy are reviewed by committee as appropriate. Applications for an exception to a policy must be accompanied by supporting documentation, including a letter from the student’s advisor. An application for an exception does not guarantee an approval. Exceptions for courses completed more than two weeks prior will not be considered.

Once a decision has been made, the student is notified by mail and a copy of the letter is placed in the student’s file in Student Administrative Services. Students should allow one month for a decision to be made and an additional one to two weeks for a refund, if applicable, to be issued.

Under certain circumstances, a student may be assessed a processing fee or other late drop/add fees. Additionally, a late add for a course that has not been paid for may incur late tuition payment charges and interest charges. Exceptions to policy are only approved by the registrar. Students are not to rely upon oral communications from faculty and other staff about exceptions.

Academic Year

Naropa University operates on the semester system. Academic credit is awarded in terms of semester credit hours. One semester credit hour represents at least fifteen hours of classroom contact. The academic year has two fifteen-week semesters, fall and spring. In addition, some graduate programs also have a required summer session. Please see individual departments for details. The summer session generally runs for eight weeks.

Academic Advising

Each student is assigned 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 for degree completion. The academic advisor guides the student throughout the academic program and helps ensure that the student is working toward satisfying all degree completion requirements and is developing a coherent curriculum. Advisors review course selections, clears the student for registration, and signs any forms that may be required (such as those for independent study or private music lessons). Students then register via the web at their designated times. Students cannot register themselves for independent study courses, private music lessons, or consortium agreement courses. Student Administrative Services registers these courses when the completed application is received by the drop/add deadline.

Registration times are based on a student’s seniority, calculated using total earned credit hours plus credits in progress. If a student does not register during the designated registration period, the student loses priority status.

Courses

Course Registration

Courses offered by the university are designed to meet the needs of degree-seeking students. Courses ordinarily meet for fifteen weeks (fall and spring) or eight weeks (summer). The drop/add period allows a student to attend at least one class meeting to determine whether the course is suitable for the student’s academic journey. However, certain courses have an alternate drop/add schedule. Students should consult the course schedule to confirm the last day of drop/add.

Registration for new students is conducted during orientation week each semester.

During orientation week, students meet with their advisors, who will review their files and program requirements. Advisors review course selections, clear the student to register through web registration, and sign registration forms that may be required (such as those for independent study or private music lessons). At new student orientation, students will receive their web registration password and directions on how to register via web registration. Students must register via web registration at the designated time.

The priority for registration for new students during orientation week is based on program and/or total transferred credit hours. New students registering later than their designated time lose their priority registration status. The deadline to register for courses and submit completed applications for private music lessons, independent study courses, consortium agreement courses, and audits is the last day of the drop/add period.

Graduate and Undergraduate Course Levels

Naropa University’s courses are designated as graduate (500 and above) and undergraduate (100–499) and have course work and expectations corresponding to those levels. Because of this, graduate students may not, under any circumstances, take undergraduate-level courses to fulfill any requirements for their graduate degree.
Undergraduate junior- or senior-level students may take graduate courses (courses with only a graduate number) toward their undergraduate degree only with the permission of their advisor, the instructor, and their major department chair. Departments reserve the right to approve or deny undergraduate participation in graduate courses. Undergraduate students should check carefully with their advisor and their major department(s) to ensure that the courses will fit into their degree. Graduate-level courses taken by an undergraduate may not count toward a graduate degree at Naropa (the course may not be used to satisfy two degrees).

Repeating Courses for Credit
Some Naropa courses can be repeated for credit. These courses are listed in web registration and may be taken multiple times for credit. Each time the course is taken, the grade will be calculated in the GPA. Courses that cannot be repeated for credit may be taken a second time for a better grade. However, only the final time such a course is taken will earn credit and be calculated into the GPA. Students should consult with their advisors if they are considering retaking a class for any reason.

Drop/Add Period
Students may adjust their schedule for different courses, course sections, and pass/fail or letter grade options during the drop/add period. The drop/add period for most courses ends at midnight on the ninth day of classes for the fall and spring semesters. Students who have not registered for any credits by the end of drop/add are considered “unknown withdrawal.” Some courses with irregular start and end dates have different deadlines. These deadlines are listed in the course schedule. The summer drop/add period is significantly different for each course and is listed in the summer schedule of classes. There are no financial penalties for adding or dropping courses during the drop/add period. Students should be aware that failure to attend classes during the drop/add period—even those classes missed before the student added the course—will count toward course absences and the student may be required to make up class time missed. Changes made after this period carry both academic and financial penalties. Fees are not returned after drop/add.

It is expected that during the drop/add period, a student will evaluate the course for its appropriateness and that the instructor will use this time to assist students in making a decision about the appropriateness of the course. At no time should an instructor ask a student to drop or withdraw, nor should students expect to get a refund beyond what is provided for in the drop/add and withdrawal periods for those classes that do not suit their needs. Students who have a conflict with an instructor should seek assistance.

Withdrawal Period
Students may withdraw from (but not add) courses during the withdrawal period. For most courses, the withdrawal period begins on the tenth day of classes and ends with the sixth week of classes for the fall and spring semesters. Some courses with irregular start or end dates have different deadlines. Information is available at www.naropa.edu/registrar. The summer withdrawal period is significantly different for each course and is printed in the summer schedule of classes. If a student withdraws from a course during this period, the grade of “W” for “withdrawal” will appear next to the course title on the student’s transcript. A partial reduction of tuition may apply. Fees are not refunded in the withdrawal period.

Beginning with the seventh week of classes for the fall and spring semesters, no further changes in a student’s schedule are allowed, except in the case of a documented medical or family emergency. If a student fails to attend or stops attending a course without dropping or withdrawing, a grade of “F” will appear on transcripts for that course.

Drop, Add, and Withdrawal Schedule

<table>
<thead>
<tr>
<th>When</th>
<th>Action</th>
<th>What Appears on Transcript</th>
<th>% Reduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>First 9 days</td>
<td>Drop/Add</td>
<td>Nothing</td>
<td>100% tuition</td>
</tr>
<tr>
<td>Days 10–15</td>
<td>Withdraw</td>
<td>Course title, grade of “W”</td>
<td>80% tuition</td>
</tr>
<tr>
<td>Week 4</td>
<td>Withdraw</td>
<td>Course title, grade of “W”</td>
<td>50% tuition</td>
</tr>
<tr>
<td>Week 5</td>
<td>Withdraw</td>
<td>Course title, grade of “W”</td>
<td>20% tuition</td>
</tr>
<tr>
<td>Week 6</td>
<td>Withdraw</td>
<td>Course title, grade of “W”</td>
<td>0% tuition</td>
</tr>
<tr>
<td>Weeks 7–15</td>
<td>No changes permitted</td>
<td>No refund</td>
<td>No refund</td>
</tr>
</tbody>
</table>

Wait Lists
A student attempting to register for a class that has no available seats may choose to be put on a wait list. As an opening occurs, the student will be registered for the course and will be notified by Naropa email. Students are responsible for checking their email and web registration regarding waitlisted courses. Failure to do so will not relieve students’ academic or financial responsibility for the course.

Since a wait-listed student is automatically registered when an opening occurs, the student should attend the class until notified that she cannot be added to the class, or until the end of drop/add, whichever occurs first. A student who does not wish to be in the class should drop the class immediately, regardless of the student’s position on the wait list.

Wait-listed students should check with their advisor or web registration before the end of drop/add if they have any questions about their status in a wait-listed class.

If an opening does not occur by the last day of drop/add, the wait-listed student must stop attending the class.

Students on financial aid are responsible for being registered for the minimum number of credits they need to receive their financial aid. Wait-listed classes will not count toward that minimum. Students who are registered for less than their minimum should consider dropping any wait-listed courses and registering for a course that still has openings.

For any question about a financial aid award, students should check with the Financial Aid Office.

Jury Duty
Students who are called to jury duty and not subject to an exemption will be excused from class for jury duty. Students must provide their certificate of participation after jury service to each faculty member whose class was missed. Students will be given an opportunity to make up any classes or class work missed because of jury duty. In the event that students complete the make up assignment within the time frame established by the faculty, they will not be charged with an absence as the result of jury service.

No Shows
If a student fails to drop or withdraw from courses or workshops for which the student has registered and is no longer attending, the student will receive the grade of “F.” The student is liable for full tuition and fees for those courses, regardless of whether the student attended the courses.
Registration Holds
A student with outstanding financial obligations to the university will not be permitted to register until payment has been made or arranged with the tuition cashier. Such obligations include, but are not limited to, tuition and fees, transportation fines, library fines, and loan payments.

Changing a Course Status
From Credit to Audit
If the course has seats available and a student wants to audit, the student must drop the course via web registration and submit an audit form to Student Administrative Services. Students are added to courses on a first-come, first-served basis at the end of the drop/add period.

From a Letter Grade to Pass/Fail
A student may only change from letter grade to pass/fail or vice versa during the drop/add period. This change can be made by submitting the Letter Grade to Pass/Fail form to the Student Administrative Services Office before the last day of drop/add for the course. Students must obtain permission from an advisor before making this change.

From Audit to Credit
A student may not change a course status from audit to credit.

Courses Requiring Prerequisites or Permission
If a course listing stipulates that a prerequisite is necessary 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. To gain permission to be in a course for which a student has not met the prerequisite or course requirement, the student should see the department administrating the course. After obtaining authorization, the student must register for the course via web registration.

Workshops
A workshop is a short course that takes place over a Friday, Saturday, and Sunday, or some combination thereof. A student must drop or add a workshop by 11:59 p.m. the Thursday before the workshop starts. Because the drop policy for workshops is more restrictive than for the university’s regularly offered academic courses, students are encouraged to speak with the sponsoring department and/or instructor to ensure that the workshop will provide what they want before registering. A student receiving financial aid should be aware that dropping a workshop late in the semester may affect his or her aid eligibility, particularly if this action reduces the number of credits below the minimum amount required to receive aid. Students should contact the Financial Aid Office before dropping any workshop or course to see if their aid would be jeopardized.

How to Register for Workshops
Students register for workshops through web registration. Only those workshops listed in the academic course schedule are available for credit. The deadline to register for, drop, or add workshops is 11:59 p.m. on the Thursday before the class begins. Full payment is required within one week of registration.

Schedule to Add and Drop Workshops

<table>
<thead>
<tr>
<th>Fall, Spring, and Summer</th>
<th>Action</th>
<th>What Appears on Transcript</th>
<th>% Reduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>When</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Until 11:59 p.m. on the</td>
<td>Drop/Add</td>
<td>Nothing</td>
<td>100% tuition</td>
</tr>
<tr>
<td>Thursday before the</td>
<td></td>
<td></td>
<td>100% fee</td>
</tr>
<tr>
<td>workshop</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>After the Thursday</td>
<td>No further changes</td>
<td>No refund allowed</td>
<td></td>
</tr>
<tr>
<td>before the workshop</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Withdrawal Period for Workshops
Withdrawals from workshops are not permitted by the university, except in the case of a documented medical or family emergency. Failure to attend a workshop will result in the grade of “F” for that workshop on the student’s transcript.

Special Study Opportunities
Special study opportunities include independent study, private music lessons, audited courses, and courses taken through consortium agreement. Each of these is designed to permit some latitude because the university is committed to honoring the integrity of individual academic journeys and nontraditional approaches to learning. Special study opportunities require students to comply with extra policies and procedures. The availability of each type is limited by restrictions that are designed to protect academic integrity at Naropa.

How to Register for Special Study Opportunities
Students cannot register themselves via web registration for special study opportunities. Students must submit completed applications to Student Administrative Services [SAS] by the drop/add deadline. SAS then registers students.

Independent Study
Independent study is a semester-long course in which a student works with a Naropa faculty supervisor to present work reflecting the student’s independent research and learning on a particular topic. The design of the project and its schedule for completion, including deadlines and meetings with the faculty supervisor, is required for approval of the project, and are the student’s responsibility. The student is awarded credit based on following the proposed schedule, making and keeping appointments with the faculty supervisor and on the quality of the academic work submitted to the faculty supervisor. Neither approval nor credit is given retroactively. The regular tuition is assessed. The student must submit the approved supplemental independent study application with the signatures of the department chair and the advisor. If a student is planning to take an independent study, the student must begin the process the semester prior. All independent study proposals must be submitted to the chair of the department hosting the independent study course by December 1 for spring semester courses, May 1 for summer semester courses, and July 1 for fall semester courses. The form and proposal must be submitted to Student Administrative Services by the last day of drop/add. Late adds are not permitted. 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 the student is registered for the course. The student is responsible for all policies and procedures as outlined in the Application for Independent Study form.

Independent Study Restrictions
Students are permitted to take no more than 6 total credits of independent study (exceptions below). Undergraduate students will not be allowed to take independent study before the start of junior year. Undergraduate students in the BA Interdisciplinary Studies major are permitted to take up to 9 credits of independent study toward their degree. Traditional Eastern Arts (TRA) majors may earn up to 9 independent study credits taken through the TRA department.

A student must be in the junior or senior year or must be a graduate student to be enrolled in an independent study. Independent study courses may only be taken by non-degree students if they are full-time visiting students.

Audited Courses—Fall and Spring Only
Full-time, degree-seeking students may audit courses that have been set up as available to audit by the departments. Students do not receive credit for audited courses. An automatic grade of “AU” is given, regardless of attendance or completed course work. To audit a course, a student must first confirm that the course is available to audit. The Office of Student Administrative Services [SAS] will have a list of courses available to
audit during drop/add week. This list is also available via the web at www.naropa.edu/registrar. Please note that workshops and summer courses are never available for audit. Audit forms are available to students during drop/add week at SAS and must be submitted by the last day of drop/add for the course with the signature of the instructor. Audit forms are processed on a first-come, first-served, space-available basis. After the end of the drop/add period for the course, SAS will notify the student if the student was registered to audit the course requested. If a course is full, or not available to audit, the student must stop attending the course.

A student may never drop, withdraw, receive a grade of incomplete, or receive a refund for an audited course.

Weekend workshops and summer courses are never available for audit.

A student who is in the final semester before degree completion and who is registered less than full-time status is permitted to audit. This option is available for one semester only.

Private Music Lessons
Music majors are allowed unlimited private music lessons on their primary instrument or in their primary subject area as determined in consultation with the chair of the Music Department. Private music lessons on secondary instruments or in secondary subject areas will be considered on a case-by-case basis and must be approved by the chair of the Music Department. Students who have declared a major in Interdisciplinary Studies may register for up to 9 credits of private music lessons when lessons are an integral part of the student’s degree program, as determined by the Interdisciplinary Studies department chair. Students with a minor in music may take up to 3 credit hours of private music lessons. All other students are limited to 3 credits of private music lessons and may take private music lessons only if the lessons are considered essential to their degree by their major department. No student may take private music lessons in a subject currently covered by a Naropa course except music majors with a primary study in voice. No private lessons in voice will be approved for non-music majors. Students interested in studying voice should register for MUS 208, Naropa Chorus, which includes instruction in vocal technique. All private music lesson applications are subject to approval by the music program and budgetary restrictions. Applications must be received by a deadline set each semester.

Consortium Agreements and Taking Courses Outside Naropa
The purpose of consortium agreements (also known as individual study opportunities) is to allow students to spend a semester at another school without taking a leave from Naropa and to assist students in keeping their federal financial aid if they are taking a course at another school.

Procedure to Register with a Consortium Agreement
The information and application packet for consortium agreements explains the complete process and policies. However, please keep the following information in mind: Only junior, senior, and graduate students with a cumulative grade point average of 3.0 or above are eligible to take a consortium agreement. A student should see his or her advisor to determine if consortium agreement study is appropriate and that the program and courses he or she intends to take fit with course work at Naropa. Restrictions apply to both the student and the consortium school. Please consult the consortium agreement packet for these policies.

To receive credit, the student must request a transcript from the consortium school and have it sent to Student Administrative Services (SAS). The transcript must arrive at SAS within one semester after the student has finished courses at the consortium school. After one semester has elapsed, the student is irrevocably assigned the grade of “F” for the course(s).

Courses taken through consortium are not considered “in residence” courses. (See In-Residence Requirements.)

All courses taken through consortium must count toward the degree but cannot count toward the major. For graduate students, all consortium courses must count toward the degree. Exception: Courses taken through consortium may count toward the major for undergraduate Interdisciplinary Studies students. The department may impose limits on the number of credits Interdisciplinary Studies majors may count toward the major.

Financial Aid: If the student is receiving financial aid, aid will be based on the cost of attendance at the consortium school. Students may not use Naropa scholarship or grants to attend a consortium school. Students should consult the Financial Aid Office with any questions about how a consortium may affect financial aid.

If a student wishes to take courses outside of Naropa but does not wish to apply for a consortium agreement, the student must gain permission to take the courses by completing a transfer credit pre-approval form.

Requirements for Degree Completion
Undergraduate Study
Naropa offers the following undergraduate degrees:

Bachelor of Arts
Bachelor of Fine Arts

Undergraduate students must meet the minimum requirements to receive the Bachelor of Arts or Bachelor of Fine Arts degree from Naropa University. Please see the BA and BFA requirements as listed in the academic program section of this catalog. The minimum academic requirements an undergraduate student must complete to receive an undergraduate degree at Naropa University are as follows:

1. The student must have a cumulative GPA of at least 2.0.
2. Only courses numbered between 100 and 499 may be counted toward degree requirements, except by permission of advisor.
3. All requirements of the major departments and other core and required curriculum must be completed as outlined in the catalog under which the student was admitted.
4. All work must be completed within the maximum time frame for degree completion.

In-Residence Requirement and Transfer Credit
Undergraduate students must take at least 60 credits in residence at Naropa. Credit earned through an exam or transferred from another accredited college or university (including courses taken through consortium agreement) does not count toward in-residence credits. The first semester a student is matriculated at Naropa must be taken on campus.

Students who have earned credits while a non-degree student at Naropa may be able to apply some or all of these credits to a Naropa degree. Students should speak with an advisor about the possibility of transferring these credits and whether or how they may be applied to degree requirements.

Courses taken as a non-degree student at Naropa will appear on the student’s transcript with a letter grade. When transferring in non-degree credits, Naropa University credits will be transferred in first. Courses taken at Naropa as a non-degree student may count toward the major by permission of the department.

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

First-Year Student 0–29.5 hours
Sophomore 30–59.5 hours
Junior 60–89.5 hours
Senior 90–120 hours
Academic Information

Graduate Study
Naropa offers the following graduate degrees:

Master of Arts
Master of Divinity
Master of Fine Arts

The minimum academic requirements a graduate student must complete to receive a graduate degree at Naropa University are as follows:

1. The student must have a cumulative GPA of at least 2.7.
2. Only courses numbered between 500 and 899 may be counted toward degree requirements.
3. All requirements of the department must be completed as outlined in the catalog under which the student was admitted.
4. All work must be completed within the maximum time frame for degree completion.

In-Residence Requirement and Transfer Credit
Graduate students may have a maximum of 6 credits taken out of residence. Credit taken at another accredited college or university (including courses taken through consortium agreement) is considered out of residence. If a student wishes to change a Naropa for-credit course from nondegree to degree-seeking status in order to have these credits apply toward a degree, the student may do so with the permission of the student’s advisor, who must indicate in writing to the registrar which requirement the course will fulfill.

After matriculation, courses taken outside Naropa must be taken through consortium agreement or have prior approval to apply to the degree.

Enrollment Status
Full-, Three-Quarter-, and Half-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 that 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. Wait-listed courses and courses taken for noncredit or audit are not considered in determining full-, three-quarter-, and half-time status. International students should contact the international student advisor before making any changes to enrollment status.

Undergraduate
Fall, Spring, and Summer
Full-time 12 or more credits per semester
Three-quarter-time 9–11.9 credits per semester
Half-time 6–8.9 credits per semester

Graduate
Fall, Spring, and Summer
Full-time 9 or more credits per semester
Half-time 6–8.9 credits per semester

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

Special Student Status:
Master’s Paper, Thesis, Manuscript
If a graduate student has not finished the master’s paper, thesis, or manuscript, 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 for the grade to be submitted to the registrar by the grade due date of the semester for which he or she is registered.

Paying the bus pass fee and 0.5 credit tuition entitles a student to special student status, which means that the student can be verified as a half-time student while carrying 0.5 credits. This status may be granted for as many semesters as are remaining within the time limit for completing the degree. During this time, students are not eligible to receive financial aid or to be on a leave of absence.

There is no need to register for extended master’s work courses during the summer unless the student is planning to complete the work during the summer session.

Students may receive a grade of “Pass,” “Fail,” or a letter grade for a master’s work extension course. Two other grades may be given:

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.

I/F = Incomplete/Failure
For unusual, 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 an extended master’s work course is not offered over the summer. If a student has 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, the student must register for another extended master’s work course during the following fall. The “I/F” grade should then be changed to “SP.”

Grading
Naropa does not believe that grades are the single most important measure of education; 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 a student’s academic performance, as well as a useful tool for communicating educational accomplishments to others through transcripts. 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 “C” is the minimum for required courses in the student’s major and minor fields of study. A grade of “D” is minimally adequate for all other courses. An undergraduate student does not receive credit for a course in which he or she receives the grade of “F.”
For calculating a grade point average, the numerical equivalents of each grade are

- A = 4.0
- A- = 3.7
- B+ = 3.3
- B = 3.0
- B- = 2.7
- C+ = 2.3
- C = 2.0
- C- = 1.7
- D+ = 1.3
- D = 1.0
- D- = 0.7
- F = 0.0

**Graduate Grading Scale**

- A = Excellent
- B = Good
- B- = 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. A grade of “C+” and below is entered as “F.”

**Incomplete**

Naropa allows a grade of incomplete/failure (I/F), which is granted to students who have fallen behind in their work due to exceptional, unforeseen circumstances. I/F grades are appropriate when (1) there are extenuating, exceptional circumstances, and (2) only a small portion of the course requirement remains to be completed. I/F grades are assigned by the instructor at his or her discretion. I/F grades allow students one additional semester to complete the work. Summer is not considered a semester. The instructor may set an earlier deadline for submission of course work at his or her discretion. 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 grading deadline of the following semester. Failure to complete the work by the deadline will result in a final grade of “F” for the course. Extensions of time are considered only for fully documented medical or family emergencies.

**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, and for courses the department has designated as pass/fail. Elective 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 “C” 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. A student who wishes to change a course to pass/fail must complete a form and submit it to Student Administrative Services.

Please note: A student receiving Veterans Educational Benefits must receive letter grades for all classes that are part of the student’s degree program. If a class is only offered for pass/fail, it is the student’s responsibility to make arrangements with the instructor at the beginning of the semester to receive a letter grade. The student must also see Student Administrative Services to have the grade status changed to “letter grade” in pass/fail courses.

**Other Grades**

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

- AU = Audit
- IP = In Progress
- NR = Not Reported
- NC = Noncredit
- SP = Satisfactory Progress (used only in master’s work and extension courses)

**Unreported Grades**

If a grade remains unreported by an instructor for one complete semester despite notification to the instructor and student, that grade shall be entered as a grade of “F.”

**Grade Disputes**

If a student believes a grade has been assigned incorrectly or unfairly, the student should consult with the instructor to determine the basis for assigning the grade. The instructor may request a grade change by using the Grade Change form available from the Office of Student Administrative Services. Grades may not be changed on the basis of work submitted following the end of the semester, with the exception of removing the grade of “incomplete.” If the student and instructor are unable to resolve the issue, the student may submit an appeal to the chair of the department that offers the course. The appeal should include copies of all correspondence with the instructor of the course. The department chair may change the grade or reject the appeal. In the event a student is unable to resolve the issue to his or her satisfaction with the department chair, the student may submit an appeal to the vice president for academic affairs for resolution, including a record of all correspondence with both the instructor and the department chair. The vice president will either resolve the matter directly or by appointing a faculty review committee. The ultimate ruling from the vice president for academic affairs on grade disputes is final.

The deadline for submission of 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).

**Declaration of Major or Minor**

**Declaration of Major**

Students may declare a major after they have earned a total of 30 credits and have at least a 2.0 grade point average. Students must also have successfully completed or be currently enrolled in the following courses: Writing Seminar I, Writing Seminar II, Contemplative Learning Seminar, and Diversity Seminar. Students declaring a major in interdisciplinary studies may do so while they have 30 credits in progress. Please see individual programs for details regarding specific major declaration requirements. The deadline to submit completed major declaration forms to Student Administrative Services is October 15 for registration for the spring and March 15 for registration for the fall semester. Students must see their advisor to begin the process of declaring a major. Declaration of major after 60 credits may result in a delay of financial aid.

**Declaration of Minor or Concentration**

Minors and concentrations are declared using a form that must be submitted to Student Administrative Services. Students must have earned at least 30 credits to declare a minor. Please see program sections and their advisor for details on available minors and concentrations.
Academic Standing, Satisfactory Academic Progress, Probation, and Suspension

Academic Good Standing
Undergraduate academic good standing requires a semester grade point average (GPA) of 2.0. Graduate good standing requires a semester GPA of 2.7. Grade point average and academic good standing do not guarantee acceptance into an internship. Consult departments for details.

Academic Probation
If a student’s semester GPA falls below good standing, the Office of the Registrar will notify (1) the vice president for academic affairs, (2) the student’s advisor, (3) the director of financial aid (if the student receives financial aid), and (4) the dean of students. The student will be placed on academic probation and notified of this status in writing by Academic Affairs. Probation status is indicated on transcripts.

Academic Progress
Students must complete a minimum number of credits each semester in order to be making Satisfactory Academic Progress according to the following schedule:

- Graduate Students: 10 credits per year
- Graduate Certificate Students: 5 credits per year
- Undergraduate Students: 20 credits per year
- Undergraduate Certificate Students: 10 credits per year

This schedule ensures that students will complete their degree program within the maximum time frame for degree completion.

Student records will be reviewed each year and those students who have not completed a minimum of the needed number of credits may be asked by their department to create a plan for completing their degree in the allotted time (see Maximum Time Frame for Degree Completion). Those students who fail to comply with this plan may be suspended from the university.

Academic Suspension
Two consecutive semesters of academic probation automatically result in suspension. Suspension status is indicated on transcripts. Once on academic suspension, a student is not allowed to enroll in credit courses at the university. To initiate an appeal to be reinstated to the university following suspension, a student must write a letter concerning the situation to the vice president for academic affairs and must complete any outstanding course work, such as courses that still have a grade of “I/F” [incomplete]. A review committee is then formed to evaluate the situation. The committee consists of the student’s academic advisor, the vice president for academic affairs, the dean of students, and the director of financial aid (if the student receives 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. The earlier students seek support, the more likely they are to avert problems. Students should contact Student Affairs for referrals or specific assistance.

Leaving Naropa University
Degree Completion
Maximum Time Frame for Degree Completion
Students must complete all requirements for their degree program and graduate within the following time frames:

- Undergraduate Students
  - Students who transferred in 60 credits: 4 years
  - Students who transferred in 30–59 credits: 5 years
  - Students who transferred in 0–29 credits: 6 years
  - Certificate programs: 3 years

Graduate Students
- Programs requiring more than 60 credits: 6 years
- Programs requiring 45–60 credits: 5 years
- Programs requiring 30–44 credits: 3 years
- Certificate programs: 3 years

Applying for Degree Completion
Students are required to apply to degree completion, which is a separate process from participating in commencement, during the last semester in which all course work will be completed. Once course work is completed, Naropa University will confer the degree, regardless of other procedures. However, the student may not receive transcripts or a diploma until the degree completion procedures are done. Degree Completion applications may be obtained from the Registrar. Only legal names will be printed on diplomas. It is very important to check Naropa email for updates, deadlines, and announcements concerning the degree completion process.

Degree Dates
Degrees carry the date of the semester in which a student completes all of the requirements for the degree. Whether or not a student is eligible to graduate in the summer is entirely at the discretion of the student’s academic department.

The Effect of Incompletes or Course Work Not Yet Taken
If a student has no more than 3 credits left to complete the degree, the student may apply to participate in the commencement ceremony. However, some departments do not permit this. To be included in the ceremony, the student must see the Office of Student Affairs.

If a student has any incomplete work, the student’s degree will carry the date of the semester in which the work was completed, not the semester in which the work was started. A student who takes an Incomplete during the semester of expected degree completion will automatically be moved to the next degree completion review. If course work [including extended master’s paper/thesis] is not completed by the end of the following semester, the student must reapply for degree completion.

If a student is taking courses at another accredited institution to fulfill degree requirements, official transcripts must be received within one semester after the courses have been completed. Undergraduate students taking courses at another institution to complete requirements and who are not enrolled in any classes at Naropa for their last semester must apply for a leave of absence or register through consortium agreement in order to retain their student status. Graduate students who have registered for thesis are not eligible to take a leave of absence and must register for Extended Thesis each semester until degree requirements are met.

Diplomas and Transcripts Verifying Degree Completion
A diploma and two copies of official transcripts are mailed after final grades have been verified and after other audit checks are completed, normally eight to ten weeks after the end of the semester. Official transcripts verifying degree completion can be mailed earlier, after final grades have been verified, normally three weeks after the ceremony. There is no charge for the first two transcripts; however, requests for early transcripts must be in writing. Although there is only one commencement ceremony per academic year (at the end of the semester), diplomas and official transcripts verifying the degree will be available approximately three weeks after the end of the semester in which all requirements for a degree are completed. Students must finish the degree completion application in order to receive transcripts and a diploma.

Leave of Absence
If a student plans to take a break from studies at Naropa, the student can save his or her place in the program for a maximum of one year by following the leave of absence procedure. If the student is in good academing and financial standing, the leave is usually approved, and the student may return to the university within one year without having to reapply for admission. A student may take multiple leaves of absence.
as long as they do not exceed a total of one calendar year. A student in Special Student Status may not take a leave of absence.

The Leave of Absence form is available from the student’s advisor. Students must route it to the following people for their signature, and approval: (1) academic advisor, (2) the assistant dean of students, (3) library, and (4) the international student advisor, if appropriate and (5) the Office of Student Administrative Services. Library fines, unpaid tuition or fees, failure to complete an exit interview with Financial Aid, and other factors prevent permission to take a leave. Students are responsible to be sure that they have received permission from each necessary department. For what to do in case of a medical or family emergency, see Leaves of Absences and Withdrawals in Cases of Medical or Family Emergency.

Procedure for a student who has not registered for the semester in which the student wishes to take a leave: A leave of absence should be applied for during the semester prior to departure. The deadline to begin the process of taking a leave of absence is the end of the drop/add period during the first semester in which the student is not registered for courses. Applications begun after that date will be assessed a $30 processing fee. A student should begin the process by notifying his or her advisor and filling out a Leave of Absence form. The deadline for completion of the process is the last day to withdraw from classes. By this date, the student should be sure to have received permission from all departments listed on the Leave of Absence form.

A student who fails to register for the current semester and who does not file for a leave of absence will be considered an “Unknown Withdrawal” after the last day of drop/add. After the last day to withdraw from classes, requests for a leave of absence can no longer be accepted for the current semester. At this time, any student with incomplete applications will become an “Unknown Withdrawal.” [See Withdrawal.]

Procedure for a student wishing to take a leave of absence during a semester for which the student has already registered: A student who is registered for the current semester but wishes to take a leave of absence in the current semester is encouraged to drop his or her classes and begin the process of applying for a leave before the last day of drop/add in order to avoid financial penalties. A student who begins the process after the last day of drop/add will be financially responsible for any classes from which he or she withdrew. Any student who is still pending approval for a leave after the last day to withdraw from classes will be considered an “Unknown Withdrawal.” No applications for a leave of absence will be accepted after the last day to withdraw from classes.

Students who apply for a leave of absence must drop or withdraw from their classes.

Returning From a Leave of Absence
If a student is returning to a program after an authorized, unexpired leave of absence, the student should contact his or her academic advisor stating the semester returning. It is not necessary to reapply through the Admissions Office.

Students may register during orientation week with new students or may preregister with other returning students during the preregistration 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).

Withdrawal After a Leave of Absence
If at the end of a leave of absence the student decides not to return, the student must then follow the procedures for a permanent withdrawal.

Special Consideration for Graduate Students
Graduate students, who have completed all their course work but not the master’s thesis, paper, or manuscript, are not eligible for leaves of absence. Instead, they 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.

Permanent Withdrawal From the University
If a student decides to leave Naropa and has no intention of returning, the student must complete the Request for Withdrawal from Naropa University form, which is available from the student’s advisor. 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) library, (4) the international student advisor, if appropriate, and (5) the Office of Student Administrative Services.

If the student wishes to return to the university, the student must reapply through the Admissions Office. (See Readmission.)

Withdrawal Beginning in the Next Semester
A student should apply for withdrawal from the university during the semester prior to departure. The deadline to begin the process of withdrawing during the first semester in which the student is not registered for courses is the end of the drop/add period. Applications begun after that date will be assessed a $30 processing fee. A student should begin the process of withdrawing by notifying his or her advisor and filling out a Request for Withdrawal from Naropa University form. The deadline for the completion of the withdrawal process is the last day to withdraw from classes. By this date, the student should be sure to have received permission from all departments listed on the request for Withdrawal from Naropa University form.

A student who fails to register for the current semester and who does not file for a withdrawal will be considered an “Unknown Withdrawal” after the last day of drop/add. After the last day to withdraw from classes, withdrawal requests can no longer be accepted for the current semester. At this time, any student with incomplete applications will become an “Unknown Withdrawal.”

Procedure for a student wishing to withdraw from the university during a semester for which the student has already registered: A student who is registered for the current semester but wishes to withdraw from the current semester is encouraged to drop his or her classes and begin the process of applying for withdrawal from the university before the last day of drop/add in order to avoid financial penalties. A student who begins the process after the last day of drop/add will be financially responsible for any classes from which the student withdrew. Any student who is still pending approval for withdrawal after the last day to withdraw from classes will be considered an “Unknown Withdrawal.” No applications for withdrawal will be accepted after the last day to withdraw from classes. Students must be sure to drop or withdraw from all classes they do not plan to complete, including classes for which they have preregistered. Failure to drop or withdraw from classes will result in being charged for full tuition.

Withdrawal and Financial Aid
Students who are permanently withdrawing from the university and are receiving federal financial aid should see “Withdrawals and Return of Title IV Funds” in the Financial Aid section. Students may need to repay some of their financial aid and may end up owing Naropa if they completely withdraw. Students should consult with the financial aid counselor before making a decision regarding withdrawing from the university.

Leaves of Absence and Withdrawals in Cases of Medical or Family Emergency
Medical and family emergencies may entitle a student to the grade of “Withdraw” (W) for courses. The student must complete the Exception to Policy/Emergency Withdrawal form and a health care professional must complete the Medical Documentation form (in the case of a medical or mental health emergency). The majority of family emergencies are due to death or illness in the student’s immediate family. In those cases, students must provide proof of the family emergency in the form of a letter from a health care professional or a death notice. Other documentation may be accepted under certain circumstances. The student must provide documentation that clearly shows that the student was unable to complete
his or her work due to the emergency. The documentation will then be reviewed by the university. Tuition may be prorated in proportion to the portion of the semester actually attended. The student must apply for a leave of absence to hold a place in the program until the student is able to return.

Students who are involuntarily activated for military service, and military dependents that must move due to involuntary deployment or relocation are eligible for “Emergency Withdrawal” from courses with documentation.

Grades of “W” do not constitute permanent withdrawal from the university. A student must follow the request to Withdraw from Naropa University procedure to officially withdraw.

Unknown Withdrawal

If a student does not register for any fall or spring semester classes by the last day of drop/add and does not file forms for a permanent withdrawal or leave of absence, the student’s status is changed to “Unknown Withdrawal.” A student who is “Unknown Withdrawal” is considered to have left the university and forfeits the deposit.

If a student leaves the university and has registered for courses for the subsequent semester, the student must drop those courses or shall be liable for all tuition and fees for those courses, and will receive the grade of “F” for those courses not attended.

A student who is considered “Unknown Withdrawal” must reapply for admission to continue studies at Naropa University. 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 by the end of drop/add, or (4) do not return from a leave of absence within the specified time. There is one exception to this policy, provided the student did not permanently withdraw from the university. If a student left with less than 6 credits remaining to complete a degree, and the student is still within the maximum time frame to complete the degree, that student will be allowed to submit a retroactive leave of absence request, with approval by the academic department and advisor. The retroactive leave of absence will be subject to a $30 late fee. The student would then be allowed to finish the remaining requirements and graduate without reapplying to the university.

Readmission

- If a student completed all courses in any one semester but did not register for the following semester and did not file a leave of absence, the student must reapply for admission to continue studies at Naropa University.
- If a student dropped or withdrew from all courses in any one semester, and did not file a leave of absence, the student must reapply for admission to continue studies.
- If a student does not return to the university after a leave of absence, the student must reapply for admission to continue studies.
- If a student files a request for Permanent Withdrawal from Naropa University form, the student must reapply for admission to continue studies.
- If a student was considered an “Unknown Withdrawal,” the student must reapply for admission to continue studies.

When a student is readmitted, credits previously earned may be counted toward the degree the student is seeking at the discretion of registration (undergraduate) or the academic department to which the student is applying (graduate). The admission and degree requirements of the academic year for which the student is reapplying will apply. All students who reapply must repay the confirmation deposit.

Student Records

Change of Address

All students must inform the Office of Student Administrative Services of new addresses and telephone numbers when they move. To change an address, students may submit the new address through the web registration system or they may mail an address change with a signature to Naropa University, Student Administrative Services, 2130 Arapahoe Avenue, Boulder, CO 80302. Students may also fax address changes with a signature to 303-546-3536 or call 303-545-5534.

It is essential that Student Administrative Services be notified of any address or phone number changes. Failure to provide a working address or telephone promptly does not relieve students from responsibility for being aware of the information that the university attempted to deliver.

Change of Name

If a student changes his or her name, the student must submit official documentation to the Office of Student Administrative Services. Identification showing both the old name and the new name is required. Acceptable documentation includes a court order for legal name change or a Social Security card reflecting the new name.

Change of Other Personal Information

If a student’s marital status, parent address, or emergency contact has changed or is expected to change soon, the student must inform the Office of Student Administrative Services; the office may need this information in case of emergency, or for reporting purposes. The Emergency Contact Information Form located outside the Office of Student Administrative Services should be used to update this information.

Transcripts

The Office of Student Administrative Services issues official transcript copies of student academic records. The Transcript Request procedure is available on the web at www.naropa.edu/registrar.

Transcripts for Recent Graduates

Two copies of the student’s official transcripts are mailed after final grades have been verified and after other degree audit checks are completed, normally eight to ten weeks after the end of the final semester. Official transcripts verifying the degree can be mailed earlier, after final grades have been confirmed, 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

<table>
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<tr>
<th>Service</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Official Transcript</td>
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<tr>
<td>Additional Charge to Fax Transcript</td>
<td>$3</td>
</tr>
<tr>
<td>Additional Charge for 24-hour Service</td>
<td>$10</td>
</tr>
<tr>
<td>Additional Charge for Overnight Express Delivery</td>
<td>Actual mailing cost</td>
</tr>
</tbody>
</table>

Transcript Holds

A hold will be placed on records if a student has not met obligations to the university. Such obligations include, but are not limited to, tuition and fees, transportation fees, library fines, and loan payments. Transcripts may also be withheld for nonfinancial reasons, such as failure to apply for degree completion. 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. Once a student’s obligations have been fulfilled, transcript requests can be processed.

Other Student Records

Students may make an appointment to view files at no charge. Students may request that their student academic record be photocopied by the Office of Student Administrative Services for a charge of $1 per page, up to a maximum of $30. Copies will not be made of third-party documents, such as transcripts or diplomas from another school. Requests for copies of student academic records to be sent to other parties must be in writing.
and must carry the student’s [or the student’s authorized representative’s] signature.

Providing a student has not waived right of access to these letters, the student may request copies of letters of recommendation.

Those who applied to Naropa University, but never attended have no access to any information submitted to Naropa. Copies will not be made of any application materials and materials will not be returned to students, with the exception of artwork and slides. In order for these items to be returned, the applicant must have provided a self-addressed, stamped envelope.

Naropa University destroys student records after five full years of nonattendance.

**Disputing Records**
A student has up to one year after leaving Naropa to dispute any of his or her academic records or apply for a medical or family emergency withdrawal from a class. After this time, a disputation of a student record will not be considered.

**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 designated 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. Student rights begin upon matriculation, which begins at Naropa after the student has attended any part of a for-credit course as a degree-seeking student or after the first day of classes in the student’s first semester, whichever comes first.

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 Office of Student Administrative Services 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 Office of Student Administrative Services. If a student’s records are subpoenaed by a court, Naropa is legally obliged to release them. In the event of a request, Naropa will make every effort to inform the student involved unless the university is legally bound not to inform the student, by the terms of a subpoena. Questions concerning the Family Educational Rights and Privacy Act should be referred to the registrar or the dean of students.

**Student Right to Know**
As required by the Clery Act, Naropa’s annual campus crime report as well as policies regarding crime on campus can be found at naropa.edu/studentlife/.
Core Curriculum Requirements

First-Year Seminar Pilot Program
In 2011–2012 many incoming first-year students will be assigned to First-Year Seminar courses (COR113 and COR118). Completion of these two 6-credit courses will fulfill the requirements for the following core seminars: COR115, Writing Seminar II; COR130, Contemplative Learning Seminar; COR150, Diversity Seminar; and COR220, Civic Engagement Seminar. Students who are registered in the First-Year Seminar are required to complete these courses in sequence in their first year at Naropa.

Seminars
COR110  Writing Seminar I: Art of the Engaged Writer (3)
COR113  First-Year Seminar I: Crossing Borders as an Introduction to Contemplative Education (3)
COR115  Writing Seminar II (3)
COR118  First-Year Seminar II: Crossing Borders as an Introduction to Contemplative Education (3)
COR130  Contemplative Learning Seminar: Naropa’s Roots and Branches (3)
COR150  Diversity Seminar (3)
COR220  Civic Engagement Seminar (3)
SUBTOTAL  15

Artistic Process (choose 3 credits)
Courses in the performing arts, visual arts, and creative writing bring awareness and understanding to the process and cultural contexts of artistic expression. Students experience the discipline, delight, and rigor of creativity, and are introduced to the social and political dimensions of art and art making.

ART101  2-D Design: Art Techniques and Experimentation (3)
ART102  Pottery (3)
ART105  Art and Consciousness: Mixed Materials and Self-Exploration (3)
ART116  Photography I (3)
ART125  Introduction to Drawing (3)
ART132  3-D Ephemeral Media (3)
ART155  Figure Drawing (3)
ART180  Sculpture (3)
ART181  Traditional Chinese Brush Stroke I (3)
ART200  The Contemplative Artist (3)
ART215  Watercolor (3)
ART233  Thangka Painting I: Appreciation of Himalayan Buddhist Art (3)
ART245  Introduction to Painting: Realism (3)
ART260  Calligraphy and Book Arts (3)
ART311  Mixed Media (3)
ART325  Advanced Drawing (3)
MUS110  African Marimba Ensemble (2)
MUS208  Naropa Chorus (3)
MUS215  Rhythm Hemispheres: World Percussion Traditions (3)
MUS230  Improvisation (3)
MUS265  Jazz Ensemble (2)
MUS268  Indian Classical Ensemble (3)
MUS270  Guitar Ensemble (2)
PFAR203  Dance and Theater Studies II: Investigating Performance (3)

PFAR245  Dance of Africa I (3)
PFAR250  Improvisation and Theater Games (3)
REL250  Dance Technique I: Into Improvisation (3)
TRA114  Indian Devotional and Raga Singing (3)
TRA120  Ikebana/Kado I (3)
WRI234  Creative Writing and Literature (3)
WRI265  Prose Workshop: Introduction to Fiction Writing (3)
WRI300  Poetry Workshop: Finding Your Fire (3)
WRI351  SWP Week I (1.5)
WRI352  SWP Week II (1.5)
WRI353  SWP Week III (1.5)
WRI354  SWP Week IV (1.5)
WRI360  Writing Poetry: Only the Narrow Present Is Alive (3)
WRI386  Writing Prose: Narrative and Architecture (3)
WRI451  SWP Week I (1.5)
WRI452  SWP Week II (1.5)
WRI453  SWP Week III (1.5)
WRI454  SWP Week IV (1.5)

Body-Mind Practice (choose 3 credits)
True knowledge arises within an awake and disciplined body. The present moment is kinesthetic—a direct perception of body-mind. By training in practices that encourage us to track sensation, learn traditional movement skills, and develop an authentic knowledge of our body, we develop kindness toward our experience and empathy for others as our innate “knowing” becomes creative and effective. Students discover a playful and disciplined body-mind that supports personal knowledge, social strength, and the contemplative art of everyday life.

PFAR103  Dance and Theater Studies I: Wisdom of the Body (3)
PFAR185  World Dance I (3)
PFAR210  First-Year Training: Ground—Module I (12)
PFAR210  BFA Module I (3)
PFAR245  Dance of Africa I (3)
PSYB208  Embodying Process and the Individual (3)
PSYB255  Body-Mind Centering (3)
TRA105  T’ai-chi Ch’uan: Level I (3)
TRA110  Aikido I (3)
TRA133  Yoga I (3)

Cultural & Historical Studies (choose 3 credits)
Understanding both our common humanity and our different histories is critical for effective living in today’s world. Cultural and Historical Studies courses examine complex cultural practices—the meaning and practices of everyday life—and their relationship to power in historical and contemporary contexts. The curriculum explores a range of diverse cultural experiences while building understanding and respect for profound political and social differences.

ART301  World Art I: Ancient to Middle Ages (3)
ART351  World Art II: Medieval and Modern Transformations (3)
ART380  The Cinema of Exile and Diaspora (3)
EDU245  Education, Culture, and Critical Pedagogy (3)
ENV207  History of the Environmental Movement (3)
ENV245  Geography: Pilgrimage and Sacred Landscape (3)
ENV253  Environmental Economics (3)
MUS250  Music Appreciation: Music of the Old World, the New World, and Beyond (3)
MUS260  Listening to Jazz (3)
PAX250  Introduction to Peace and Conflict Studies (3)
PAX335e  Nonviolence: The Global Citizen and Contemplative Life (3)
PAX340  Conflict Transformation: Theory and Practice (3)
PAX415  Gender, Politics, and Social Change (3)
PFAR233  Performance Studies Seminar I: Introduction to Performance Studies (3)
REL210  Religion & Mystical Experience (3)
REL212  Queer Theory, Feminism, and Religion (3)
WRI210  Literary Studies: Ancient World Literature (3)
WRI234  Creative Writing and Literature (3)
WRI377  Trends in Contemporary Literature: Introduction to Critical Theory (3)
WRI433  Literature Seminar: Tracks Along the Left Coast (3)

**Scientific Inquiry (choose 3 credits)**
The science requirement is intended to deepen students' familiarity with the empirical, observational, and mathematical modes of inquiry. The lens of scientific investigation emphasizes precision, understanding complex systems, and the importance of evaluating evidence. Scientific literacy is essential to mature and active citizenship.

ENV100  Physical Geography: Beholding the Body of the Earth (3)
ENV220  Ecology and Systems Science (3)
ENV260  Introduction to Permaculture (3)
PSYB100  Anatomy (3)
PSYB101  Introduction to Western Psychology (3)
PSYB234  Perception (3)
PSYB239  Nutrition (3)
PSYB329  Approaches to Healing (3)

**World Wisdom Traditions (choose 3 credits)**
Through courses in World Wisdom Traditions, students inquire into the wisdom that resides in the traditions of many different human communities. They investigate the relationship between their own experience and ancient teachings, exploring the relevance of those teachings to contemporary life. Students in world wisdom courses develop knowledge of the diverse history, lineages, sacred texts, and cultural contexts of world religions and indigenous wisdom traditions.

REL156W  Zen Intensive Weekend (1)
REL157W  Theravada Vipassana Weekend (1)
REL158W  The Breeze of Simplicity: Buddhist Meditation Weekend (1)
REL160  Meditation Practicum I: Freeing the Mind (3)
REL210  Religion & Mystical Experience (3)
REL229  Foundations of Judaism: Torah, Prayer, and Acts of Kindness (3)
REL240  Foundations of Buddhism (3)
REL250  Spirituality and Creative Expression (3)
REL345  Zen Buddhism (3)
TRA100  Shambhala Meditation Practicum (3)

**Core Curriculum Course Descriptions**

**COR110**
*Writing Seminar I: Art of the Engaged Writer (3)*
This course is designed to meet students where they are as writers and stretch their thinking and writing in new directions. Students focus on the creative alongside the critical, the imaginative next to the academic. Conducted in workshop format, the course helps students develop skills in both first-person inquiry and formally constructed essays. Students explore a number of generative and probative writing experiments to locate, identify, and develop ideas, employing different registers of critical thinking and reasoning about the topics. Finally, each written piece goes through multiple drafts as students become objective workshop readers who critique in a supportive manner.

**COR113**
*First-Year Seminar I: Crossing Borders as an Introduction to Contemplative Education (3)*
An introduction to the following curricular areas and their integration as an essential part of Naropa's undergraduate education: contemplative theory and practice; diversity and ecological sustainability; multiple modes of inquiry, knowing and expression; intra- and inter-personal capacities, and applying knowledge in real world settings. Students learn a variety of contemplative and critical approaches to academic inquiry and the means to integrate these in their academic journey at Naropa.

**COR115**
*Writing Seminar II (3)*
This course emphasizes scholarly writing in the particular area of the humanities named in the course subtitle by building a set of research, writing, and critical thinking skills. Students will begin their practice of scholarly precision and delight by engaging assigned texts in the humanities and then deepen that investigation via a multidisciplinary research investigation learning research strategies, writing, and presentation skills along the way. Students enrolling in Writing Seminar II must have taken Writing Seminar I or its equivalent. Writing Seminar II is a prerequisite to declaration of a major.

**COR118**
*First-Year Seminar II: Crossing Borders as an Introduction to Contemplative Education (3)*
A continuation of an approach that integrates the following curricular areas and their integration as an essential part of Naropa’s undergraduate education: contemplative theory and practice; diversity and ecological sustainability; multiple modes of inquiry, knowing and expression; intra- and inter-personal capacities, and applying knowledge in real world settings. Students gain increasing skill with contemplative and critical approaches to academic inquiry and their integration in their academic journey at Naropa.

**COR130**
*Contemplative Learning Seminar: Naropa’s Roots and Branches (3)*
The Contemplative Learning Seminar introduces the tradition of contemplative education as it has been developed at Naropa University, with an emphasis on its vision, purpose, and application to the academic, artistic, and psychological disciplines taught in the various majors. Students are introduced to contemplative practices that have shaped these disciplines, especially emphasizing mindfulness-awareness and sitting meditation practice. This course is designed to integrate the personal journey of entering students with the rest of their Naropa educational experience.

**COR150**
*Diversity Seminar (3)*
The Diversity Seminar emphasizes the development of knowledge, critical thinking, analytical skills, and interpersonal and intergroup interactions necessary for living and working in a society characterized by diversity. Students engage in inquiry and analysis of the complexities of multiple and competing theories of race, class, gender, ethnicity, disability, age, sexuality, nationality, and religion, and how they shape and are shaped by social and cultural life in the United States. Through diversity and contemplative education, students can awaken a greater understanding of others, develop self-understanding, and develop understanding of self in relation to others in order to promote ethical behaviors and values that support a diverse world.

**COR205**
*Orientation Leadership Training (3)*
This course provides a unique opportunity for current students to learn lifelong skills and co-create an intimate community by helping new Naropa students begin their journey. Prior to fall orientation, students become skilled at communicating and group facilitating, building intimate communities, discussing diversity issues, and activity planning. Upon completion of
training, students serve as orientation peer leaders and facilitate groups of new students for one week by providing support, resources, and activities during their transition.

**COR220**

Civic Engagement Seminar (3)

Taken in a student’s second year, the Civic Engagement Seminar adds a public dimension to academic learning developed by students in the first-year seminars. Each seminar section focuses on a unique topic chosen according to the expertise of individual faculty. Through community-based learning, students develop skills that allow them to act effectively in the world. Prerequisites: COR130 and COR150.
GRADUATE SCHOOL OF PSYCHOLOGY

School Director: MacAndrew Jack
Administrative Specialist: Anne Howland

The mission of the Graduate School of Psychology is to offer graduate psychology degree programs that are engaged, embodied, contemplative, and informative. Each program offers students a process of learning, reflection, integration, and mindful practice in relation to service in the world. Drawing from a rich diversity of traditional and innovative theories, students learn to apply compassion and discernment to specific situations.

Students are introduced to and encouraged to deepen contemplative practices that enhance self-awareness and inform relationship. These practices serve as a potent means for holding the tension for perceived opposites, including emptiness and form, stillness and movement, body and mind.

Curricula are rooted in experientially based, embodied ways of knowing, including empathetically based critical thinking, community practices, and inclusive and pluralistic values. From this ground of experience, students naturally discover their personal expression of responsible service in the world.

Graduate Degrees

Master of Arts in Contemplative Psychotherapy

Master of Arts in Somatic Counseling Psychology
  Body Psychotherapy
  Dance/Movement Therapy

Master of Arts in Transpersonal Counseling Psychology
  Counseling Psychology
  Art Therapy
  Wilderness Therapy

Master of Arts in Transpersonal Psychology: Ecopsychology
MA IN PSYCHOLOGY: CONTEMPLATIVE PSYCHOTHERAPY

MA Psychology: Contemplative Psychotherapy is a unique clinical training program integrating Western psychotherapy and Buddhist psychological insights. The practice of mindfulness-awareness meditation, together with traveling through a specific sequence of classes as a cohort, leads to an increasing ability to be with oneself and others and provides the ground for entering into genuine relationships with therapy clients. The maitri retreats are an opportunity for students to deepen both in relationship to community and mindfulness-awareness practice. Because the program is directed toward careers in the clinical professions, the nine-month supervised internship in the third year of study is vital. Along with the internship, students participate in small group clinical tutorials with the clinical faculty. Students participate in group process groups throughout the program. These groups support the students’ journeys and provide a place to explore some of the issues and feelings that arise during the training.

Student Success
Because of the professional nature of this training program, students are evaluated on an ongoing basis to assess their readiness for maitri retreats, internship, and continuing in the program altogether. The department may deny a student permission to continue in the program. Although grades are one indication of progress, other criteria for evaluation include how the students interact with each other, with faculty and the administration, as well as how they handle obstacles that arise and how they work with feedback based on any of the above criteria. Please see the department handbook for details.

Internship
A vital part of the program is the nine-month supervised internship that provides the opportunity for students to practice clinical work in specialized areas. The internship is the focus of the third year.

Master’s Paper
The culmination of the internship is the writing of the master’s paper. Students choose areas that 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 MA Psychology: Contemplative Psychotherapy program to fellow students and members of the faculty during the Master’s Paper Weekend. This is generally a celebratory occasion that marks the students’ entering the psychotherapeutic field as colleagues of the clinical faculty.

Licensure
Learners are strongly encouraged to carefully research the educational requirements for the intended licensure or certification in the state(s) where they intend to seek licensure or certification. Please see www.naropa.edu/licensure for further information about the curriculum of the various Graduate School of Psychology counseling programs and licensure/certification eligibility.

MA Contemplative Psychotherapy Requirements

First year, fall
- PSYC600 Opening Retreat (noncredit)
- PSYC608 Introduction to Buddhist Psychology (2)
- PSYC609 Group Process I (0.5)
- PSYC618 Human Growth and Development: Contemplative View (3)
- PSYC650 Community, Interdependence & Multicultural Foundations (3)

- PSYC660 Maitri I (1)
- PSYC778 Transitions, Lifestyles, and Career Development (3)

SUBTOTAL 12.5

First year, spring
- PSYC605 Large Group Process (0.5)
- PSYC619 Group Process II (0.5)
- PSYC658 Buddhist Psychology II: Abhidharma and the Psychology of Confusion (2)
- PSYC675 Maitri II (1)
- PSYC628 Lineages of Understanding: Buddhist and Western Perspectives on Well-being and Disorder (3)
- PSYC728 Therapeutic Relationships I: Theory and Practice (3)

SUBTOTAL 10

Second year, fall
- PSYC629 Group Process III (0.5)
- PSYC668 Family Process (2)
- PSYC669 Buddhist Psychology III: Compassion and the Heart of Emptiness (2)
- PSYC760 Maitri III (1)
- PSYC798 Theory and Practice of Group Psychotherapy (3)
- PSYC864 Contemplative Psychotherapy Practicum (3)

SUBTOTAL 11.5

Second year, spring
- PSYC639 Group Process IV (0.5)
- PSYC700 Research and Statistics (2)
- PSYC708 Buddhist Psychology IV: The Practice of Psychotherapy and the Path of the Bodhisattva (2)
- PSYC738 Psychopathology, Psychosis, and Ordinary Mind (2)
- PSYC758 Therapeutic Relationships II: Professional Orientation (3)
- PSYC775 Maitri IV (1)

SUBTOTAL 10.5

Third year, fall
- PSYC702 Assessment and Appraisal (2)
- PSYC709 Contemplative Psychotherapy Seminar: Mandala and Clinical Applications (2)
- PSYC719 Group Process V (0.5)
- PSYC808 Field Placement I (3–5)
- PSYC818 Clinical Tutorial I (2)

SUBTOTAL 9.5

Third year, spring
- PSYC729 Group Process VI (0.5)
- PSYC739 The Art of Practicing Contemplative Psychotherapy (3)
- PSYC858 Field Placement II (3–5)
- PSYC860 Maitri V (0.5)
- PSYC868 Clinical Tutorial II (2)

SUBTOTAL 9

TOTAL CREDITS 63
MA in Contemplative Psychotherapy Course Descriptions

**PSYC600**
Opening Retreat (noncredit)
An introduction to fundamental principles of Contemplative Psychotherapy, this weekend intensive provides the opportunity for community building, an introduction to meditation, and the marking of the transition into the MA Psychology: Contemplative Psychotherapy program.

**PSYC605**
Large Group Process (0.5)
Students participate in large group process. Key theoretical concepts, individuals’ experience within the group, and the group’s dynamics are examined.

**PSYC608**
Introduction to Buddhist Psychology (2)
Contemplative Psychotherapy is based on the view of “brilliant sanity” or buddha nature, the idea that health is intrinsic and unconditional. This course presents teachings from Buddhist psychology on the mind in both sanity and confusion. In particular, we examine the mistaken notion of a solid separate self as the foundation of suffering and misunderstanding. The importance of impermanence and transition is highlighted. We begin an exploration of how habitual patterns of mind may lead to addictive patterns of behavior. Meditation practice is introduced both as a method of self-care and of self-awareness and inquiry. Self-understanding is emphasized as the basis for ethical and helpful counseling relationships. Additional fee for one-on-one meditation instruction.

**PSYC609**
Group Process I (0.5)
A cohort of students participates in a small group throughout their tenure in the program. Emphasis is on providing support for the students’ journey while providing the students the opportunity to study the many dimensions of small group dynamics as these develop in their respective groups.

**PSYC618**
Human Growth and Development: Contemplative View (3)
An exploration of human experience and psychological development throughout the trajectory of a lifetime is the focus of study in this course. Key events, life passages, human nature, needs, and development are explored. Seminal theories of Western psychology, together with key concepts and practices of Buddhism, provide a context within which we consider an integrative view of human development. Understanding of these subjects is deepened through self-reflection, meditation, observation, and a consideration of what supports health and development. A major goal of the class is to arouse interest in human experience and development.

**PSYC619**
Group Process II (0.5)
A continuation of PSYC609.

**PSYC628**
Lineages of Understanding: Buddhist and Western Perspectives on Well-being and Disorder (3)
An examination of how we think about health and psychopathology. Drawing upon both history and current approaches, it includes the study of a variety of mental disorders as they are understood in contemporary clinical work including anxiety, depression, addiction, personality disorders, and the impact of sexual abuse and domestic violence. All of these topics are further examined within the context of the Buddhist understanding of interdependence. In particular, the way in which we conceptualize experiences, in contrast to the raw material of such experiences, is scrutinized. Western language and Buddhist language for the processes that support or distort the experience of well-being and clear perception are also explored, including such concepts as transference, counter-transference, and resistance.

**PSYC629**
Group Process III (0.5)
A continuation of PSYC619.

**PSYC639**
Group Process IV (0.5)
A continuation of PSYC629.

**PSYC650**
Community, Interdependence & Multicultural Foundations (3)
A learning community that offers a wealth of opportunities to learn about and experience oneself in relationship. In this class students explore theories of community; work with the skills and qualities necessary to understand and foster a cohesive, compassionate, and creative learning community; and establish the ground for studying oneself in relationship. Particular attention is paid to the role of diversity and multicultural competence. This course provides the theoretical and experiential ground for working skillfully with diverse identities including race, ethnicity, nationality, education, class, gender, sexual orientation, age, and ability. Buddhist principles of nonduality and the coexistence of relative and absolute truth provide the conceptual basis from which students learn to bring a sense of maitri and nonaggression to their work.

**PSYC658**
Buddhist Psychology II: Abhidharma and the Psychology of Confusion (2)
The Abhidharma teachings on the five skandhas and the six “realms” provide precise understanding of the development of a false sense of self and how this mistaken view leads to a variety of styles of confusion and suffering. The study of karmic cause and effect leads to an understanding of how habitual patterns and addictive behaviors develop and may be interrupted. Pratityasamutpada is studied as an approach to understanding interdependence and systems thinking. The early ethical teachings of the Buddha are studied, and the practice of mindfulness-awareness sitting meditation is explored further, both experientially and intellectually. Additional fee for one-on-one meditation instruction.

**PSYC660**
Maitri I (1)
A two-week residential intensive focusing on the practice of intensive sitting and walking meditation. Students refine their understanding of meditation practice. Self-understanding is emphasized as the basis for ethical and helpful counseling relationships. Additional fee for one-on-one meditation instruction. Additional fee for room and board.

**PSYC668**
Family Process (2)
An introduction to family process and family systems. The purpose of the course is to assist students 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.

**PSYC669**
Buddhist Psychology III: Compassion and the Heart of Emptiness (2)
An introduction to the Mahayana teachings with their emphasis on skillfully helping others, the teachings on bodhicitta, awakened mind and the four brahmaviharas, as methods for cultivating compassion. The Buddhist teachings on sunyata, emptiness, are explored with respect to their implications for clinical work. Students apply these teachings both to their own personal experience and to clinical work. Additional fee for one-on-one meditation instruction.

**PSYC675**
Maitri II (1)
A two-week residential intensive focusing on the practice of intensive sitting and walking meditation. Students refine their understanding of meditation practice. The practices of intensive sitting meditation, walking meditation
and Maitri space awareness are directed toward becoming increasingly at home with oneself and with others. Students are introduced to the five Buddha Families of Tibetan Buddhist teachings as a way of understanding how the seeds of clarity are often hidden within the manifestations of confusion and suffering. This residential class requires full participation in all aspects of the program. Additional fee for one-on-one meditation instruction. Additional fee for room and board.

**PSYC699**
Independent Study (1–3)

**PSYC700**
Research and Statistics (2)
A survey of research methods and statistics as they apply to counseling psychology and psychotherapy. Topics include philosophical issues, rigor, types of psychological research, descriptive and inferential statistics, experimental and correlational methods, qualitative methods, test construction, needs assessments, program evaluation, research ethics, the structure of research reports, and strategies for literature searches. The course seeks to be applicable and useful for both professional and personal growth and includes lecture, discussion, and practice exercises.

**PSYC701W**
Research and Psychological Testing (1)
Designed to be as experiential as possible, this course covers psychological testing and assessment in the context of counseling psychology and psychological research. Course work seeks to be applicable and useful for both professional and personal growth and includes lecture, discussion, and exercises.

**PSYC702**
Assessment and Appraisal (2)
This course provides students with a broad understanding of important topics in appraisal and its application to counseling. Included are group and individual psychometric theories and approaches to appraisal; data and information-gathering methods; validity and reliability; psychometric statistics; and factors influencing appraisals. Students also explore the possible implications of a contemplative counseling model in applying appraisal methods.

**PSYC708**
Buddhist Psychology IV: The Practice of Psychotherapy and the Path of the Bodhisattva (2)
The Mahayana ideal of the bodhisattva, one who dedicates his or her life to the welfare of others, can be an inspiration for the psychotherapist. This course focuses on the example of the bodhisattva and the practice of the six paramitas, or transcendent actions, as they apply both to the students’ own development and to working with therapy clients. Understanding compassion as the basis for ethical behavior and the appropriate setting of boundaries in the clinical relationship is stressed. Classical texts, contemporary commentaries and clinical writings are studied. Additional fee for one-on-one meditation instruction.

**PSYC709**
Contemplative Psychotherapy Seminar: Mandala and Clinical Applications (2)
Teachings on the mandala principle are introduced as they apply to clinical work, including advanced study of the five “Buddha families” as potent resources available to therapy clinicians and clients. The course explores mandala vision of wholeness and interconnectedness as a ground for understanding clinical dynamics and as a clinician’s awareness practice in the therapeutic setting. Taken during the internship year, the course has a format that includes group meditation and exploration of contemporary intervention approaches and clinical topics in light of Buddhist teachings. Additional fee for one-on-one meditation instruction.

**PSYC719**
Group Process V (0.5)
A continuation of PSYC639.

**PSYC728**
Therapeutic Relationships I: Theory and Practice (3)
Introductory exploration of the professional practice of psychotherapy, which is seen as the joining of the personal discipline of mindfulness-awareness practice that cultivates self-understanding with the interpersonal discipline of cultivating healing relationships. The course includes both experiential and intellectual components, and emphasizes current counseling theories and their applications, a culturally sensitive orientation to the fundamental health of the human mind, and contemplative self-care strategies for working with human suffering and cultivating wellness. The course utilizes experiential training and practice in clinical skills and on-the-spot feedback.

**PSYC729**
Group Process VI (0.5)
A continuation of PSYC 719.

**PSYC738**
Psychopathology, Psychosis, and Ordinary Mind (2)
This course examines psychosis through clinical material and a discussion of Buddhist and other understandings of mind. Strategies for facilitating optimum development and wellness over the life span are discussed. Assessment and diagnosis of psychotic disorders are included. The class emphasizes selected approaches to treatment and the journey of recovery. This allows counselors and therapists to cultivate new social and individual treatments that provide the advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.

**PSYC739**
The Art of Practicing Contemplative Psychotherapy (3)
An opportunity for students to review and integrate Buddhist teachings while engaging in their internship experiences. The format of the class includes group meditation and individual presentations of clinical interests, together with group discussion aimed at integrating Buddhist, clinical, and other contemporary approaches to the art of practicing contemplative psychotherapy. Written work is designed to further the conceptual and clinical acumen of the developing psychotherapist. Additional fee for one-on-one meditation instruction.

**PSYC758**
Therapeutic Relationships II: Professional Orientation (3)
Providing continuing training in clinical skills, this course emphasizes the study of professional roles and standards including ethics, legal issues and credentialing.

**PSYC760**
Maitri III (1)
A two-week residential intensive focusing on the relationship between individual contemplative practice and working with others both in the Maitri community and in clinical practice. Intensive sitting meditation, walking meditation, and community living provide opportunities for increased self-understanding, self-acceptance, and openness to differences. These learnings continue to form the ground upon which ethical and healing relationships may be cultivated. The academic portion of the program focuses on the Lojong teachings of the Buddhist Mahayana tradition and their application to clinical work. Additional fee for one-on-one meditation instruction. Additional fee for room and board.

**PSYC775**
Maitri IV (1)
A two-week residential intensive focusing on the relationship between individual contemplative practice and working with others both in the Maitri community and in clinical practice. Intensive sitting meditation, walking
meditation, Maitri space awareness practice, and community living provide opportunities for increased self-understanding, self-acceptance, and openness to differences. These learnings continue to form the ground upon which ethical and healing relationships may be cultivated. The academic portion of the program focuses on the Lojong teachings of the Buddhist Mahayana tradition and their application to clinical work. Additional fee for one-on-one meditation instruction. Additional fee for room and board.

**PSYC778**  
Transitions, Lifestyles, and Career Development (3)  
Major life transitions are explored, including lifestyle choices, career selection, identity shifts, relational transitions, and transitions between life and death. Beginning with an exploration of transitional space, paradox, and play, students are encouraged to integrate impermanence, interdependence, and groundlessness. A significant focus of the class is major career theories and the foundations and practice of career counseling. Students are also encouraged to apply the class material to their own major life transitions, including the changes involved in beginning their graduate study.

**PSYC798**  
Theory and Practice of Group Psychotherapy (3)  
A comprehensive introduction to the theoretical and practical aspects of group theory and effective group leadership. Theories of group dynamics and approaches to group therapy are studied. Issues considered include the factors that affect group dynamics, such as selection criteria, group size, composition, and group theme. Group leadership is discussed in regard to style and approach to the contract, resistance, transference, counter transference, cohesion, diversity, aggression, and acting out. The group dynamic underpinnings of community and diversity are also explored, paying particular attention to the hierarchical issues, which are not always explored in the psychotherapy group milieu. Students have the opportunity to lead practice groups and receive feedback from the instructors.

**PSYC808**  
Field Placement I (3–5)  
During this nine-month internship, students work twenty to thirty hours per week (minimum of 700 hours required) in a psychological fieldwork 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.

**PSYC818**  
Clinical Tutorial I (2)  
During the internship year, students meet weekly in small groups with members of the clinical faculty and use a contemplative approach to case presentation. These presentations are 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.

**PSYC858**  
Field Placement II (3–5)

**PSYC860**  
Maitri V (0.5)  
A weeklong retreat held during spring break, the third-year Maitri program brings attention to endings: the ending of the three-year program for the students and the termination process in therapy. Students are encouraged to bring mindfulness and awareness to the experiences that arise during termination. The traditional teachings on death and dying found in The Tibetan Book of the Dead provide surprisingly relevant guidance for the contemporary therapist in dealing with endings of all kinds. Additional fee for room and board.

**PSYC864**  
Contemplative Psychotherapy Practicum (3)  
The Contemplative Psychotherapy Practicum is designed to provide a supportive and instructional forum for students’ initial experiences counseling clients in clinical settings. The practicum provides for the continued development of counseling and therapeutic skills with consultation and supervision, utilizing both group and triadic models. Students discuss professional and personal issues as they relate to their development as beginning counselors. Topics include understanding client issues for a specific theoretical orientation, including a contemplative therapeutic approach, case planning, clinical decision making, client transference and therapist countertransference, as well as dynamics of the student-supervisory relationship, organizational issues at the site, and balancing personal and professional responsibilities.

**PSYC868**  
Clinical Tutorial II (2)  
A continuation of PSYC818.

**PSYC874**  
Extended Clinical Tutorial (0.5–2)  
Students who have not completed internship may be required to register for extended clinical tutorial. See Special Student Status in the Academic Information section. May be repeated.
MA IN SOMATIC COUNSELING PSYCHOLOGY
WITH CONCENTRATIONS IN BODY PSYCHOTHERAPY AND DANCE/MOVEMENT THERAPY

The 60-credit MA Somatic Counseling Psychology program provides students with the theoretical, clinical, and professional skills to be effective psychotherapists grounded in the integration of body, mind, and movement. The program integrates personal and professional learning in a contemplative and somatic framework, stressing the interwoven nature of sensation, emotion, thought, and movement. The curriculum focuses on awareness practices, movement disciplines, counseling techniques, multicultural perspectives, and scholarly pursuits that prepare students to be of service both to themselves and others. Students train in Attachment Theory, Object Relations, Self Psychology, Creative Systems Theory, and Gestalt-based modalities as well as science-based and intuitively based forms, blending clinical neuroscience and behavioral medicine with Somatic Counseling Psychology. In addition, both concentrations focus on the power of the creative experience, coupled with the healing properties of conscious movement sequencing. Both the Dance/Movement Therapy and the Body Psychotherapy concentrations learn the foundational principles of the Kestenberg Movement Profile, Laban Movement Analysis and Body-Mind Centering™ as evaluative tools that establish a common language for assessing the body at rest and in motion.

The program prepares graduates for a career that makes use of recent research advances that validate and extend their field. To facilitate this type of learning, students are required to complete thirty one-hour sessions in a counseling/therapy relationship with a qualified psychotherapist of their choice (cost of sessions is not included in tuition cost). This component emphasizes the importance of self-reflection and firsthand experience as a client with individual counseling therapy.

Internship
Students in the Somatic Counseling Psychology program are required to complete a 200-hour clinical practicum placement (100 hours of which must be completed before program entrance) and a 700-hour clinical internship. This requirement involves 70 hours of both group and individual clinical mentorship by a registered dance/movement therapist or body psychotherapist. If the student has not completed the clinical practicum after completing the required course work or is completing clinical internship hours at a site during the summer, the student must enroll in PSYSB77, Extended Internship Placement, for every semester [including summer] until degree completion or clinical internship completion.

Thesis
Students in both concentrations are required to complete a scholarly thesis, a written document that demonstrates the student’s clinical excellence, academic scholarship, and understanding of research concepts and writing proficiency. The thesis must be written in APA format and approved by the department in order for the student to graduate. If a student has not completed the thesis after taking the required thesis course work, the student must enroll in PSYSB81, Extended Thesis, every semester [including summer] until degree completion.

Program Support and Student Success
It is essential that students understand that acceptance into the program does not guarantee its completion. Over the course of a student’s journey, the student and/or the department may find that the student is not able to meet or sustain the level of clinical skill or professionalism that the department or the field requires. While the department has structures to support the students’ efforts to achieve success, it cannot be guaranteed.

Licensure
Learners are strongly encouraged to carefully research the educational requirements for the intended licensure or certification in the state(s) where they intend to seek licensure or certification. Please see www.naropa.edu/licensure for further information about the curriculum of the various Graduate School of Psychology counseling programs and licensure/certification eligibility.

International Somatic Movement Education and Therapy Association
It is possible for a student graduating from the Somatic Counseling Psychology program to use core and elective classes to fulfill many of the requirements for the International Somatic Movement Education and Therapy Association’s (ISMETA) certification as a Registered Somatic Movement Therapist (RSMT) and/or Registered Somatic Movement Educator (RSME).

BODY PSYCHOTHERAPY CONCENTRATION
The Body Psychotherapy concentration draws upon the diverse field of body-centered psychotherapy and trains students to integrate bodywork, movement, and somatic education principles with counseling and psychotherapy skills. Formed alongside modern Western psychotherapy through the work of Reich, Lowen, Kelemen, Perls, Kurtz, Gendlin, and others, it integrates traditional therapeutic practices with attention to sensation and body states, allowing unconscious material to manifest and be worked with using breath, touch, movement, sensation, and imagery. The Body Psychotherapy concentration focuses on the classical energy model of body psychotherapy, as well as object relations and self psychology, the Gestalt-based Moving Cycle and other modern models of sensorimotor tracking, conscious movement, and relational techniques.

MA in Somatic Counseling Psychology:
Body Psychotherapy Requirements
Three-Year Plan
First year, fall
PSYS500  MASCP Program Orientation Seminar (noncredit)
PSYS621  Body/Movement Observation and Assessment I [3]
PSYS623  Group Community Skills I (noncredit)
PSYS626  Foundations of Body Psychotherapy [3]
PSYS646  The Body in Meditation and Psychotherapy I [1]
PSYS657  Clinical Neuroscience [3]
SUBTOTAL  12

First year, spring
PSYS613  Social and Multicultural Foundations [3]
PSYS632  Lifestyles and Career Development I: Identity, Transitions, and Career Selection [2]
PSYS637  Body/Movement Observation and Assessment II [2]
PSYS653  Group Community Skills II (noncredit)
PSYS656  Counseling Relationships: Verbal and Nonverbal Skills II [2]
PSYS683  Group Process and Dynamics [3]
SUBTOTAL  12

Second year, fall
PSYS605  Advanced Clinical Skills I [2]
PSYS682  Human Growth and Development [3]
PSYS687  Clinical Orientation [3]
### PSYS615
*Specialized Approaches in Body Psychotherapy: Trauma, Resilience, and Change* (2)

### PSYS723
*Group Community Skills III* (noncredit)

### PSYS736
*Current Methods and Skills in Psychotherapy* (3)

**SUBTOTAL** 13

#### Second year, spring

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>PSYS607</td>
<td><em>Appraisal: Clinical Assessment</em> (3)</td>
</tr>
<tr>
<td>PSYS649</td>
<td><em>The Body in Meditation and Psychotherapy II</em> (1)</td>
</tr>
<tr>
<td>PSYS660</td>
<td><em>Family Systems Skills: Methods of Family Therapy</em> (3)</td>
</tr>
<tr>
<td>PSYS700</td>
<td><em>Research and Statistics</em> (3)</td>
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<tr>
<td>PSYS753</td>
<td><em>Group Community Skills IV</em> (noncredit)</td>
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<tr>
<td>PSYS756</td>
<td><em>Advanced Clinical Skills II</em> (2)</td>
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**SUBTOTAL** 12

#### Third year, fall

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<tr>
<td>PSYS762</td>
<td><em>Lifestyles and Career Development II: Theory and Counseling Strategies</em> (1)</td>
</tr>
<tr>
<td>PSYS816</td>
<td><em>Internship Placement I</em> (0.5)</td>
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<tr>
<td>PSYS823</td>
<td><em>Group Community Skills V</em> (noncredit)</td>
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<tr>
<td>PSYS827</td>
<td><em>Internship Seminar I: Body Psychotherapy</em> (2)</td>
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<tr>
<td>PSYS834</td>
<td><em>Master’s Project Seminar I</em> (1)</td>
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<tr>
<td>PSYS856</td>
<td><em>Professional Orientation</em> (3)</td>
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</table>

**SUBTOTAL** 7.5

**TOTAL CREDITS 60**

### DANCE/MOVEMENT THERAPY CONCENTRATION

Approved by the American Dance Therapy Association since 1987, the Dance/Movement Therapy program concentrates on the power of the creative experience, coupled with the healing properties of conscious movement sequencing. Students in the Dance/Movement Therapy concentration are trained in classical as well as innovative forms of Dance/Movement Therapy, specializing in the work of the pioneers Chace, Evan, Whitehouse, Espenak, Schoop, and Hawkins. In addition, the Dance/Movement Therapy concentration focuses on object relations and self psychology as well as the Gestalt-based Moving Cycle, Authentic Movement, and the interface of Dance/Movement Therapy with modern models of sensorimotor tracking. Dance/Movement Therapy students are also invited to dive deeply into the creative tools of imagery, improvisation, rhythm, spontaneity, metaphor, and presence, to activate expressivity and aliveness in themselves and thereby in those with whom they will ultimately work.

**MA in Somatic Counseling Psychology: Dance/Movement Therapy Requirements**

#### Three-Year Plan

<table>
<thead>
<tr>
<th>First year, fall</th>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>PSYS500</td>
<td><em>MASCP Program Orientation Seminar</em> (noncredit)</td>
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<tr>
<td>PSYS606</td>
<td><em>Counseling Relationships: Verbal and Nonverbal Skills I</em> (2)</td>
<td></td>
</tr>
<tr>
<td>PSYS616</td>
<td><em>Foundations of Dance/Movement Therapy</em> (3)</td>
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</tr>
<tr>
<td>PSYS621</td>
<td><em>Body/Movement Observation and Assessment I</em> (3)</td>
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<tr>
<td>PSYS623</td>
<td><em>Group Community Skills I</em> (noncredit)</td>
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</tr>
<tr>
<td>PSYS646</td>
<td><em>The Body in Meditation and Psychotherapy I</em> (1)</td>
<td></td>
</tr>
<tr>
<td>PSYS657</td>
<td><em>Clinical Neuroscience</em> (3)</td>
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**SUBTOTAL** 12

<table>
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<th>First year, spring</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYS613</td>
<td><em>Social and Multicultural Foundations</em> (3)</td>
<td></td>
</tr>
<tr>
<td>PSYS632</td>
<td><em>Lifestyles and Career Development I: Identity, Transitions, and Career Selection</em> (2)</td>
<td></td>
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</tbody>
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**MA in Somatic Counseling Psychology Course Descriptions**

#### PSYS500

*MASCP Program Orientation Seminar* (noncredit)

A two-part orientation to the Somatic Counseling Psychology Department. An overnight retreat immerses new students in opportunities to get acquainted with each other, with the department, and with our mission as a university from an experiential perspective; and an all-day intensive Writing and APA Format Skills Workshop. Special fee of $135 includes workshop and overnight room and board.

#### PSYS605

*Advanced Clinical Skills I* (2)

Through experiential and theoretical exercises, students learn how counselors, dance and movement therapists, and body psychotherapists apply somatically based clinical skills to advanced clinical theory. Developmental theory is explored through the lens of Object Relations, Self-Psychology, and Attachment Theory, and their implications for clinical practice. As an extension of these theories, the ethics, strategies, and practices for the use of touch in somatically oriented sessions will be introduced. Students continue to develop and refine clinical skills through classroom practice sessions, assessment of outside session videos, and written assignments.
PSYS606
Counseling Relationships: Verbal and Nonverbal Skills I (2)
Introduction to the basic forms and practices of facilitating body and movement-centered therapy and counseling sessions with individuals. Emphasis is on the stages of counseling, basic counseling skills, attitudes, and values of the counselor and the importance of the counseling relationship. Skills covered include facilitating a client through the developmental stages of individual process, basic attendance, finding unconscious associations, identifying and working with sensation and movement; cultivation of empathic, compassionate, non-judgmental states; and sensitivity to and methods for working with diverse populations. Methods of instruction include in-class role playing with supervision, relevant readings, reflection papers, and a final exam that integrates the students' learning.

PSYS607
Appraisal: Clinical Assessment (3)
Student clinicians are provided a working knowledge of the skills and tools used in the clinical process of assessing, diagnosing, and treating psychiatric syndromes and populations. The course content explores the basic aspects of psychometric testing, including validity, reliability, and professional and ethical considerations associated with assessment and testing. In addition, students are introduced to the major diagnostic categories within the DSM-IIV-TR as a tool for understanding states of individual psychopathology. Prerequisite: Abnormal Psychology or Psychopathology requirement and PSYS687. Somatic Counseling Psychology students only.

PSYS613
Social and Multicultural Foundations (3)
Psychotherapists work with clients who, in many cases, come from vastly different cultures than those of themselves, whether measured by ethnicity, gender, sexual orientation, age, class, or race. This course introduces the student to the basic theories and practices of culturally competent counseling by examining the student's own culture, biases, and internalized oppressions. Somatic Counseling Psychology students only.

PSYS616
Foundations of Dance/Movement Therapy (3)
An experiential and didactic introduction to the field of Dance/Movement Therapy, including its historical roots and evolution, the contributions of major pioneers in the field, and the beginning exploration of various theoretical models and their implications for clinical practice based on a commitment to diversity, service, and contemplative practice. Designed to introduce students to the diversity of the work of dance/movement therapists with both groups and individuals, and to begin to prepare students to facilitate dance/movement therapy with a wide range of clients.

PSYS621
Body/Movement Observation and Assessment I (3)
In this course students look at how the mind is expressed through the body. The focus is placed on gathering the basic terms and concepts necessary to cultivate the skill of seeing the body descriptively both in stillness as well as in motion. A range of observation and assessment models specific to dance/movement therapy and body psychotherapy is introduced, including morphological, developmental, energetic, segmented, process-oriented, and archetypal frameworks. The overarching context for encapsulating these concepts is through the lens of Laban Movement Analysis (LMA) and Body-Mind Centering (BMC).

PSYS623
Group Community Skills I (noncredit)
This course is designed as a laboratory for students to learn experientially about group dynamics and leadership. Through personal exploration, communication skills practice, and integration of and participation in group relationship, this course serves as a clearinghouse for student questions, conflicts, and problem-solving regarding group dynamics. Somatic Counseling Psychology students only. $100 special fee.

PSYS626
Foundations of Body Psychotherapy (3)
Students learn the theoretical and practical roots of body psychotherapy, beginning with the Freudian era and sequencing through current times. The field is viewed from the perspective of the contributions of its founders as well as from the therapeutic paradigms they represent. Demonstrations and practical exercises give students a chance to experience these modalities in action and to learn basic clinical techniques. Somatic Counseling Psychology students only.

PSYS632
Lifestyles and Career Development I: Identity, Transitions, and Career Selection (2)
The first of two Lifestyles and Career Development courses, this course provides further deepening into career development theory and decision-making models. Students learn career development program planning, placement, organization, implementation, administration, and evaluation. Students address the symbiotic relationship between learning in the classroom and clinical applications in the community as they explore and reflect on their own career development. This course serves as an opportunity for students to study the relevance of Counseling Psychology to marginalized and oppressed as well as privileged populations through a Practicum Placement.

PSYS637
Body/Movement Observation and Assessment II (2)
Students learn to appraise how ego structures such as self-image, identity, object relations, and superego manifest in the body as patterns of alignment, proportion, and strategies for balance. Methods are explored for gathering information to clarify the relationship between observed physical patterns and clients' inner physical and psychological experience as the basis for developing a treatment plan. Concepts from the movement education systems are applied to treatment strategies. Somatic Counseling Psychology students only.

PSYS646
The Body in Meditation and Psychotherapy I (1)
Explores mindfulness-awareness meditation practice: how we work with ourselves, and how this informs and supports our training as body-based psychotherapists. The course also explores the application of mindfulness-awareness practice in contemporary psychotherapies, and how this practice has influenced individual therapists' work. The body in stillness is the ground to work directly with our moment-to-moment experience of body, speech, and mind. Includes practice sessions, lecture, discussion, experiential exercises, and in-class writing.

PSYS649
The Body in Meditation and Psychotherapy II (1)
Further topics in the areas of somatically based contemplative practices are explored.

PSYS653
Group Community Skills II (noncredit)
A continuation of PSYS623. Somatic Counseling Psychology students only. $100 special fee.

PSYS665
Counseling Relationships: Verbal and Nonverbal Skills II (2)
Using direct experiences to develop clinical counseling skills, this advanced course works with the basic forms and practices of facilitating body and movement-centered therapy and counseling sessions with individuals. The skills covered include working with resistance, emotional arousal, therapeutic transference/countertransference, character strategy, relationship issues, and energy states. Examples will be given of how the
skills apply in various settings to diverse populations. Methods of instruction include in-class role-playing with supervision, relevant readings, reflection papers, and a final exam that integrates the students’ learning.

**PSYS657**
Clinical Neuroscience (3)
This course investigates the relationship between the nervous system and other body systems, and cognitive, emotional, and behavioral processes. By understanding the relationship of body structures—such as the brain, the heart, and the gut—with thinking, feeling, sensing, and moving, students can construct a continuum from theory to practice that generates scholarly and scientifically sound treatment options for the field of somatic counseling psychology.

**PSYS660**
Family Systems Skills: Methods of Family Therapy (3)
In this course students are introduced to the basic premises of systems theory and explore the major approaches in Family Therapy with an appreciation for multicultural and gender-sensitive issues. The approaches explored include: Psychodynamic Models; Experiential Models; Transgenerational/Bowenian Models; The Structural Model; Strategic Models; The Milan Systemic Model; Cognitive/Behavioral Models; Postmodern and Social Constructionist Models; Narrative Therapy; and Psychoeducational Models. Students are also introduced to the ethical guidelines for the practice of Family Therapy and have the opportunity to role play and observe family sessions in class. In addition students are encouraged to apply and integrate these concepts to the practice of Dance/Movement Therapy or Body Psychotherapy as well as to their own personal life situations.

**PSYS682**
Human Growth and Development (3)
An overview of the major theories of psychological development across the lifespan. Information from a broad range of perspectives is covered including biological, psychoanalytic/dynamic, cognitive, social learning, and cross-cultural. Somatic Counseling Psychology students only.

**PSYS683**
Group Process and Dynamics (3)
Introduces beginning dance/movement therapists and body psychotherapists to the skills they need to lead clinically focused therapy groups. These skills include an understanding of group formation, the developmental stages of groups, group norms, multicultural issues in groups, methods for soliciting and integrating minority member influences, styles of communication among group members, group dynamics, group leadership styles, and group productivity. Specific movement-oriented, body-based interventions will be discussed and practiced in experientials and student-led group facilitations.

**PSYS687**
Clinical Orientation (3)
Lectures, discussion, guest speakers, experiential activities, and assignments on clinical issues in mental health care: standards of practice, counseling skills, documentation, ethics, diversity issues, and multi-disciplinary team collaboration. The course addresses professional identity development and the role of the DMT and BP within various mental health settings and systems. Prepares students to plan clinical internship and to develop a professional vision that is multi-culturally sensitive, socially relevant, nurtured by contemplative practice, and informed by current standards and practices. A supportive forum for integrating academic with experiential and clinical learning in the concurrent clinical fieldwork/practicum.

**PSYS699**
Independent Study (1–3)

**PSYS700**
Research and Statistics (3)
A survey of research methods and statistics as they apply to counseling psychology, psychotherapy, dance/movement 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.

**PSYS706**
Specialized Approaches in Dance/Movement Therapy: Therapist as Artist (2)
An exploration of the creative healing arts and the therapist’s role as artist. Theories of imagination and creativity, and their relevance to personal creative process and clinical skill-building are examined. In addition, this course focuses on the therapeutic value of the creative art therapy modalities: art, drama, dance, poetry/writing, and music. Students explore how the imagination heals and renews itself through each modality. Readings, discussion, in-class experientials, out of class practice, and guest lecturers provide an overview of theory, techniques, and considerations for special populations. Emphasis is on the integration and application of creative modalities, the artistic experience, and therapeutic skills in working with clients.

**PSYS715**
Specialized Approaches in Body Psychotherapy: Trauma, Resilience, and Change (2)
An advanced theory and skills course that studies both developmental and traumatic wounding, and the adult patterns of thought, emotion, and behavior these wounds create. Using various methodologies, students gain a somatic understanding of trauma and its physiological and psychological effects. Practical somatic techniques for contacting, accessing, deepening, processing, transforming, and integrating developmental and traumatic experiences are taught.

**PSYS723**
Group Community Skills III (noncredit)
A continuation of PSYS653, Group Community Skills II. Somatic Counseling Psychology students only. $100 special fee.

**PSYS736**
Current Methods and Skills in Psychotherapy (3)
Major current approaches in psychotherapy theory and practice including Cognitive Behavior Therapy (CBT), Dialectic Behavior Therapy (DBT), and Solution Focused Therapy are explored. Students have the opportunity to examine how each of these methods operates independently and also how they interface with more traditional approaches. Students also begin to work with these approaches in a way that builds clinical skill development in alignment with a somatic psychotherapy orientation.

**PSYS753**
Group Community Skills IV (noncredit)
A continuation of PSYS723. Group Community Skills III. Somatic Counseling Psychology students only. $100 special fee.

**PSYS756**
Advanced Clinical Skills II (2)
The objective of this course is to support students in refining the basic elements of their therapeutic skill set in preparation for clinical placements. In addition, several advanced clinical skills are also introduced. In particular, students refine their skills in identifying and working with resistance or therapeutic ambivalence, develop greater facility in tracking transference and countertransference in the therapeutic relationship, and cultivate greater facility in using touch, imagery, music, rhythm, props,
somatic tracking, and verbalizations to help clients move toward a further level of intrapsychic and interpersonal integration.

**PSYS762**
Lifestyles and Career Development II: Theory and Counseling Strategies (1)
A continuation of Lifestyles and Career Development I, this course further addresses career development theories, techniques, counseling, guidance, and education strategies. Students learn and become familiar with occupational and educational information sources and systems, effectiveness evaluation, and assessment tools and resources. Attention is paid both to the students’ personal experience and also to the implications for counseling others. Prerequisite: PSYS632.

**PSYS778**
Lifestyles and Career Development III: Theory and Counseling Strategies (1)
A continuation of Lifestyles and Career Development I and II, this course further addresses career development theories, techniques, counseling, guidance, and education strategies. Students learn and become familiar with occupational and educational information sources and systems, effectiveness evaluation, and assessment tools and resources. Attention is paid both to the students’ personal experience and also to the implications for counseling others.

**PSYS816**
Internship Placement I (0.5)
Internship is defined as basic and intermediate clinical and education exposure in an approved treatment setting. The intern is an active member of the treatment team, contributing his or her specific areas of knowledge toward the achievement of treatment goals established for clients or patients, with appropriate supervision and guidance. Along with the internship facility supervisor, the instructor and a chosen clinical mentor provide suggestions and feedback to the intern throughout the internship placement. Students receive credit that may be included in their applications for fulfilling the 700 hours of internship required to fulfill current state of Colorado licensure (LPC) requirements, and for clinical mentorship.

**PSYS823**
Group Community Skills V (noncredit)
Further practice of the skills and techniques covered in Group Community Skills I–IV, with an emphasis on students’ professional development in group process and leadership. Somatic Counseling Psychology students only. $50 special fee.

**PSYS825**
Research Project Seminar (2)
This seminar supports the student to engage in an original research study. The study can be qualitative or quantitative, though certain forms of experimental research cannot be supported. The student enters the course after completing 3 credits of Research & Statistics. In addition, the student must receive permission of the instructor, via submission of a written research proposal outlining research question or hypothesis, methodology, and data analysis. Students receive advanced instruction in the specific designs that will be used, and the methods of analyzing results and writing up these results for publication. Students are mentored in the IRB process, as well as recruitment, ethics, and procedures.

**PSYS826**
Internship Seminar I: Dance/Movement Therapy (2)
After completing second-year requirements, each Dance/Movement Therapy student enters a clinical internship, and under Board Certified Dance Movement Therapist [BC-DMT] 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. Dance/Movement Therapy students only.

**PSYS827**
Internship Seminar I: Body Psychotherapy (2)
This course is for Body Psychotherapy students who have completed their second-year requirements. 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. Body Psychotherapy students only.

**PSYS834**
Master’s Project Seminar I (1)
This course prepares students to write a culminating scholarly paper that reflects the student’s integrative and synthetic, critical thinking in Somatic Counseling Psychology. Students choose to either write an extensive case study taken from their internship, or a theoretical/research paper formatted and submitted for publication in a professional journal. If the student chooses to do original research, PSYS 825, Research Project Seminar, must be taken at the same time. The course helps the student to select and refine a topic, review the existing literature, organize their writing, and begin working with an assigned reader.

**PSYS835**
Master’s Project Seminar II (1)
A continuation of PSYS834 designed to assist students in writing their master’s project paper. Class content addresses the student’s particular needs as the project develops. Particular emphasis is placed on scholarly writing and publication requirements. The course culminates in an oral presentation of the student’s work on Master’s Project Presentation Day, designed to be a capstone experience of the student’s time in the program.

**PSYS853**
Group Community Skills VI (noncredit)
Further practice of the skills and techniques covered in Group Community Skills I–V, with an emphasis on students’ professional development in group process and leadership. Somatic Counseling Psychology students only. $50 special fee.

**PSYS856**
Professional Orientation (3)
A concluding seminar to help prepare the student for what to expect after graduation, the course focuses on ethical and legal issues, relationships to professional organizations, and employment realities. Students develop awareness and skills in ethical decision making through review of professional and ethical codes, relevant legal statutes, and case scenarios. Students also prepare written theoretical frameworks and résumés and do mock interviews to assist them with postgraduate employment and professional communication. American Dance Therapy Association registry and general licensure issues are also discussed. Prerequisite: PSYS687. Somatic Counseling Psychology students only.

**PSYS866**
Internship Placement II (0.5)
A continuation of PSYS816. Students receive credit that may be included in their applications for fulfilling the 700 hours of internship required to fulfill current state of Colorado licensure (LPC) requirements, and for clinical mentorship.

**PSYS875**
Internship Seminar II: Body Psychotherapy (2)
A continuation of PSYS827, this course is for Body Psychotherapy students who have completed their second-year requirements. 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. Body Psychotherapy students only.
PSYS876
Internship Seminar II: Dance/Movement Therapy (2)
A continuation of PSYS826. After completing second-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 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. Dance/Movement Therapy students only.

PSYS877
Extended Internship Placement (0.5)
The purpose of this course is to provide continued support and clinical mentorship for students who have not completed their required clinical internship placement(s) during the sequence of Internship Placement I and Internship Placement II. Required for any student who has completed Internship Placement I and II and who still remains in a clinical internship placement.

PSYS882
Extended Master’s Project (0.5)
Required for all Somatic Counseling Psychology students who have finished five semesters of course work and who have yet to finish their theses, this class is to be taken the fifth semester of study, and subsequent semesters, until the thesis is completed. Somatic Counseling Psychology students only.
The Transpersonal Counseling Psychology program offers rigorous and personally transformative programs that cultivate learning through focused self-exploration, contemplative practice, individual support, small class size, and experiential activities. This three-year full-time program is composed of four key elements: transpersonal and contemplative orientation; theoretical, experiential, and clinical training courses; the counseling experiential; and the internship. Other delivery options are available for students faced with juggling graduate school, full-time work, and family.

Transpersonal and contemplative courses survey the interplay between psychology and spiritual paths, provide training in moment-to-moment awareness, offer opportunities for the development of compassion, and introduce various body awareness disciplines. Students maintain a contemplative practice throughout the program.

Theoretical, experiential, and clinical training courses offer various views of psychology, counseling, and healing. Clinical courses include participation in group process and skills courses emphasizing personal and professional development.

The counseling experiential requires participation in a counseling relationship with documentation of a minimum of thirty one-hour sessions with a qualified psychotherapist.

Student Success
Because of the professional nature of our training programs for licensure, students are evaluated on an ongoing basis to assess their readiness for practicum, internship, and progression in the overall program. Based on these assessments, the department may deny a student permission to continue in the program. Although grades are one indication of progress, other criteria for evaluation include how a student interacts with peers, faculty, and administration, as well as how a student handles ongoing situations and feedback during the program.

Counseling Practicum
All second-year students are required to complete a Counseling Practicum, which provides for the continued development of counseling skills through field work at a community agency with on-site consultation and supervision. The Counseling Practicum class is designed to provide a supportive and instructional forum for students’ initial experiences working with clients in community settings. Students also become familiar with ethical guidelines relating to the counseling profession. Within a supportive classroom environment, students discuss professional and personal issues as they relate to their development as beginning counselors. Topics include discussion of client populations served, client transference, and therapist countertransference, case presentation, agency structure and organization, and community resources.

Internship for Clinical Programs
The MA program in Transpersonal Counseling Psychology is directed toward careers in the clinical professions. For this reason, the 700-hour supervised internship is a core element of the curriculum. 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, outpatient or inpatient care, or alcohol and drug abuse counseling. On-site supervision and classroom seminars provide support and opportunities for self-examination. Please be aware that students with a criminal background may find that some agencies require additional information prior to acceptance for clinical placement and may have fewer site choices for placement.

Licensure for Clinical Programs
Learners are strongly encouraged to carefully research the educational requirements for the intended licensure or certification in the state(s) where they intend to seek licensure or certification. Please see www.naropa.edu/licensure for further information about the curriculum of the various Graduate School of Psychology counseling programs and licensure/certification eligibility. The Art Therapy concentration within the Transpersonal Counseling Psychology (TCP) program has been approved by the American Art Therapy Association since 1998. Art Therapy graduates are eligible to apply to become a Registered Art Therapist (ATR) with the American Art Therapy Association (AATA) after completing the necessary postgraduation requirements.

Concentration Areas
There are three areas of concentration within the Transpersonal Counseling Psychology program: Counseling Psychology, Art Therapy, and Wilderness Therapy. Each concentration has its own admissions process and a number of specialized courses for enrolled students. However, all three areas share a commitment to a transpersonal vision and excellence in counseling training.

COUNSELING PSYCHOLOGY CONCENTRATION
The Counseling Psychology concentration offers experiential and theoretical study that joins spirituality and psychology through methods such as meditation, Gestalt awareness, psychodynamic approaches, and client-centered therapy. Together these media challenge students to deep inner personal exploration as well as focused relational work with others. Exploration of the psychotherapeutic process is balanced with personal reflection and shared observations with peers and instructors. Students choose from a variety of electives including specialized transpersonal approaches, meditation, marriage and family therapy, Jungian psychology, and Gestalt therapy. The counseling concentration emphasis on integrating traditional and innovative methods provides students with a rich foundation for future service.

MA in Transpersonal Counseling Psychology Requirements

<table>
<thead>
<tr>
<th>First year, fall</th>
<th>First year, spring</th>
<th>First year, summer</th>
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<tbody>
<tr>
<td><strong>SUBTOTAL</strong> 12</td>
<td><strong>SUBTOTAL</strong> 10</td>
<td><strong>Electives: Intensives and/or others (0–3)</strong></td>
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**First year, fall**
- PSYT610 Human Growth and Development through the Life Span (3)
- PSYT611 Helping Relationships I (3)
- PSYT621 Psychology of Meditation I: Mindfulness Training (3)
- PSYT721 Social and Cultural Foundations in Counseling (3)
- **SUBTOTAL** 12

**First year, spring**
- PSYT660 Assessment and Appraisal in Counseling (3)
- PSYT661 Helping Relationships II (3)
- PSYT670 Transpersonal Psychology I (3)
- PSYT720 Meditation Practicum I: Cultivating Awareness (1)
- **SUBTOTAL** 10

**Electives: Intensives and/or others (0–3)**
Second year, fall
PSYT601  Gestalt I: Awareness (3)
PSYT668  Counseling Practicum (3)
PSYT671  Psychology of Meditation II: Applications to Counseling (2)
PSYT680  Group Dynamics and Leadership (Lecture) (1)
PSYT682  Group Dynamics and Leadership (Experiential) (2)
SUBTOTAL  8–11

Second year, spring
PSYT651  Gestalt II: Experiment (3)
PSYT700  Research and Program Evaluation (3)
PSYT740  Diagnostic Psychopathology (2)
PSYT770  Meditation Practicum II: Developing Compassion (1)
Elective(s) [0–3]
SUBTOTAL  9–12

Second year, summer
Electives: Intensives and/or others [0–3]

Third year, fall
PSYT604  Wilderness Therapy Intensive: Introduction to Wilderness Therapy (2)
PSYT610  Human Growth and Development through the Life Span (3)
PSYT611  Helping Relationships (WT) I (3)
PSYT612  Helping Relationships (WT) II (3)
PSYT621  Psychology of Meditation I: Mindfulness Training (3)
PSYT634  History and Theory of Art Therapy (3)
SUBTOTAL  12

First year, fall
PSYT601  Gestalt I: Awareness (3)
PSYT668  Counseling Practicum (3)
PSYT671  Psychology of Meditation II: Applications to Counseling (2)
PSYT680  Group Dynamics and Leadership (Lecture) (1)
PSYT682  Group Dynamics and Leadership (Experiential) (2)
SUBTOTAL  8–11

Second year, spring
PSYT651  Gestalt II: Experiment (3)
PSYT700  Research and Program Evaluation (3)
PSYT740  Diagnostic Psychopathology (2)
PSYT770  Meditation Practicum II: Developing Compassion (1)
Elective(s) [0–3]
SUBTOTAL  9–12

Second year, summer
Electives: Intensives and/or others [0–3]

Third year, fall
PSYT604  Wilderness Therapy Intensive: Introduction to Wilderness Therapy (2)
PSYT610  Human Growth and Development through the Life Span (3)
PSYT611  Helping Relationships (WT) I (3)
PSYT612  Helping Relationships (WT) II (3)
PSYT621  Psychology of Meditation I: Mindfulness Training (3)
PSYT634  History and Theory of Art Therapy (3)
SUBTOTAL  12

First year, spring
PSYT662  Helping Relationships II (3)
PSYT665  Civic Engagement Studio Practicum (noncredit)
PSYT670  Transpersonal Psychology I (3)
PSYT704  Group Dynamics and Leadership: AT (3)
PSYT720  Meditation Practicum I: Cultivating Awareness (1)
SUBTOTAL  10

TOTAL CREDITS 62

WILDERNESS THERAPY CONCENTRATION
The Wilderness Therapy concentration (a 60-credit, three-year program) synthesizes clinical and theoretical course work in counseling psychology, contemplative practice, adventure therapy, and ecopsychology. The first year, students study the theoretical foundations of transpersonal counseling psychology, wilderness therapy, and a variety of counseling skills. Second-year classes are woven through a series of intensives, primarily in outdoor and wilderness settings, integrating therapeutic practice with environmental awareness and outdoor skills. The third year, students complete an internship in a wilderness therapy setting. Courses, which combine online work and an on-campus intensive each semester, support internship placements and the completion of the research project.

MA in Transpersonal Counseling Psychology: Wilderness Therapy Requirements
First year, fall
PSYT609  Wilderness Therapy Intensive: Introduction to Wilderness Therapy (2)
PSYT610  Human Growth and Development through the Life Span (3)
PSYT612  Helping Relationships [WT] I (3)
PSYT621  Psychology of Meditation I: Mindfulness Training (3)
PSYT660  Assessment and Appraisal in Counseling (3)
SUBTOTAL  14

First year, spring
PSYT662  Helping Relationships [WT] II (3)
PSYT700  Research and Program Evaluation (3)
PSYT720  Meditation Practicum I: Cultivating Awareness (1)
PSYT721  Social and Cultural Foundations in Counseling (3)
PSYT740  Diagnostic Psychopathology (2)
SUBTOTAL  12

TOTAL CREDITS 62
Second year, fall
PSYT629 Family Systems Interventions: Equine-Assisted Settings (2)
PSYT706 Group Dynamics and Leadership I: WT (2)
PSYT707 Special Populations Interventions: Wilderness Therapy Settings (2)
PSYT708 Outdoor Skills I: Equine, Mountains, Climbing, Canyons, and Ropes Courses (2)
PSYT719 Ecopsychology: Transpersonal Perspectives (2)
SUBTOTAL 10

Second year, spring
PSYT627 Contemplative Perspectives and Practice (1)
PSYT668 Counseling Practicum (3)
PSYT726 Group Dynamics and Leadership II: WT (3)
PSYT728 Outdoor Skills II: Horticulture, River, and Rites of Passage (2)
PSYT743 Transitions Throughout the Life Span (3)
SUBTOTAL 12

Third year, fall
PSYT755 Theories and Practice in Career Counseling I (1.5)
PSYT806 Internship I: Wilderness Therapy (2)
PSYT816 Professional Orientation and Ethics I: Wilderness Therapy (2.5)
SUBTOTAL 6

Third year, spring
PSYT765 Theories and Practice in Career Counseling II (1.5)
PSYT856 Internship II: Wilderness Therapy (2)
PSYT866 Professional Orientation and Ethics II: Wilderness Therapy (2.5)
SUBTOTAL 6
TOTAL CREDITS 60

MA in Transpersonal Counseling Psychology
Course Descriptions
PSYT306 Jungian Dream Work (2)
This course lays the foundation and develops an understanding of Jungian dream work from both a theoretical and a practical perspective. Emphasis is placed on the practical use of dreams in therapy and in one's own personal life. Students look at the structure and process of dreams, objective and subjective interpretations, associations, and amplifications complexes as seen in dreams. Cross-listed as PSYT506.

PSYT332 Storytelling and Mythology: Jungian Perspectives (2)
This course examines the history and present use of the telling of stories as a healing method for individuals, families, and groups. Case material is used to describe the value of telling stories in therapy and of listening to the mythological themes, which so often weave in and out of a client's personal story. Cross-listed as PSYT332.

PSYT369 Art Therapy Perspective (For Non-Majors) (2)
Providing a detailed survey of the field of art therapy, this course covers a wide range of topics and offers broad-based exposure to the theory and practice of art therapy. Open to all graduate students and undergraduate seniors with permission of the instructor. BA seniors and MA only. Materials fee. Cross-listed as PSYT369.

PSYT375 Taming the Wild Horse: Riding the Energy of Emotions (2)
Learning to work with emotions can be challenging, even for experienced meditators. This five-day residential rural group retreat is designed to strengthen meditative tools for understanding and healing emotional struggle. Especially applicable for people working in the helping professions who wish to deepen compassion for self and others, the retreat includes "sending and taking" meditation (tonglen); mindfulness-awareness sitting practice (shamatha); contemplative interactive exercises; periods of silence; mindful eating practice; and outdoor walking meditation. Individual meditation instruction, as well as daily lectures and discussions, are included. This retreat can be challenging because practicing with emotions can be challenging. The instructor strongly recommends that participants have some prior meditation intensive experience (e.g., a weekend meditation program) prior to attending this retreat. Extra fees apply. Cross-listed as PSYT575.

PSYT504e Meditation Practicum I (3)
Drawing from both the Shambhala and Buddhist traditions, this course introduces students to the sitting practice and psychology of meditation. In these traditions, sitting meditation is the most direct means of training in mindfulness-awareness, which is the basis of Contemplative Psychotherapy and healing.

PSYT506 Jungian Dream Work (2)
This course lays the foundations and develops an understanding of Jungian dream work from both a theoretical and a practical perspective. Emphasis is placed on the practical use of dreams in therapy and in one’s own personal life. Students look at the structure and process of dreams, objective and subjective interpretations, associations, and amplifications complexes as seen in dreams. Cross-listed as PSYT306.

PSYT510 Yoga and the Chakras: A Therapeutic Practice (2)
Chakra awareness is intrinsic to the ancient discipline of Hatha yoga. Modern studies reveal how these centers are gateways to understanding core imprints and fundamental aspects of our physical, emotional, and spiritual health. In this class, we practice a gentle form of traditional yoga as we cultivate a felt sense of the quality of flow of life force through each chakra. We learn to support the release and rebalancing of somatically held developmental patterns that no longer serve us. Class includes lecture and experiential exercises to enhance the relevance of this practice for self-healing and enrichment.

PSYT511e The Diamond Approach (3)
In this class we explore the Mahayana (Great Path) Buddhist teachings on compassion, loving-kindness, emptiness (the non-existence of a separate self), and the interconnectedness of all things. Students are introduced to the meditation practice of tonglen (exchanging oneself for others), and the warrior discipline of lojong (mind training)—first introduced in Tibet one thousand years ago and brought to the West by Naropa’s founder, Chogyam Trungpa Rinpoche. This training is very direct and practical rather than philosophical, and emphasizes gentleness and skillful action in our everyday dealings with other people. Prerequisite: PSYT504e.

PSYT514e The Diamond Approach (3)
The Diamond Approach is an original, thorough, and precise spiritual path developed and taught by A. H. Almaas. Introducing the main insights and concepts of the Diamond Approach, this course draws on modern psychology as well as timeless spiritual wisdom, offering a fresh approach to living fully and deeply. It provides precise descriptions of the characteristics of spiritual realization and its barriers. By understanding and working with these barriers, we are better able to fulfill our potential for a life of engagement, service, contentment, richness, depth, and mystery. Online fees apply.

PSYT516e Transitions and Rites of Passage (3)
An exploration of life transitions, both predictable and unexpected, and the role of rites of passage in giving them meaning and support. Developmental psychology, transpersonal psychology, anthropology, and
ecopsychology provide foundations as the course helps students integrate theoretical and experiential perspectives. This course is taught online. Online fees apply.

**PSYT517e**

**Multicultural Issues: Contemplative Approaches (3)**

In traditional cultures, healing occurs within community. There is a deep understanding of shared wounds and the shared responsibility as well as a desire to work together toward healing. We begin our work from within, looking to the past for aid and guidance. From there we return to the present to bring understanding to our own personal and cultural wounds. We explore our own cultural backgrounds and, from this place, sit as compassionate witnesses to the pain and struggle of others. In community, we facilitate healing, using storytelling, ritual, meditation, and guided imagery. We explore new ways to experience our shared humanness through deep wisdom, caring, and understanding. Required for MATP students. Online fees apply.

**PSYT520**

**Psychology of Wilderness Experience (3)**

Through group process, experiential activities, and ritual, participants experience an ancient, pan-cultural, earth-centered rite of passage in a wilderness setting. This course follows the traditional stages of a rite of passage: Severance (leaving behind what is familiar); Threshold (three days and nights of solitude/ fasting); and Reincorporation (bringing back gifts or insights to the community). Open to the transformative power of nature, participants have the opportunity to inquire deeply and directly into themselves and their relationship to the natural world and their community. Participants provide their own camping equipment and share food and transportation. Course is open to MATP students and others by permission of instructor. Activity fee.

**PSYT521**

**Touching the Moment: Indelible Presence (2)**

Mindfulness meditation—the art of “coming home to ourselves”—is both a method of restoring our connection to the vitality of our own life, and a way to develop presence for our work with others. This five-day residential rural group retreat, appropriate for beginning as well as experienced meditators, includes shamatha sitting meditation, contemplative movement practice, experiential dharma art, periods of silence, work practice, mindful eating, and outdoor walking meditation. Individual meditation instruction, daily lectures, and discussion are included. Prerequisite: PSYT621, REL600, or permission of instructor. Activity fee.

**PSYT528**

**Counseling Loss, Grief, and Life Transitions (2)**

This class familiarizes the student with grief and transition theory and trains them in individual and family grief counseling skills. Through lecture, discussion, and experiential exercises, the class supports students as they explore both their personal and family loss histories and develop a theoretical working basis for serving clients facing illness, aging, and bereavement.

**PSYT532**

**Storytelling and Mythology: Jungian Perspectives (2)**

This course examines the history and present use of the telling of stories as a healing method for individuals, families, and groups. Case material is used to describe the value of telling stories in therapy and of listening to the mythological themes, which so often weave in and out of a client’s personal story. Cross-listed as PSYT332.

**PSYT543**

**Human Sexuality: From Birth to Therapy (2)**

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. Students examine issues related to sexuality that clients might bring to therapy, consciously or unconsciously. Students 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.

**PSYT569**

**Art Therapy Perspective (for Non-Majors) (2)**

Providing a detailed survey of the field of art therapy, this course covers a wide range of topics and offers broad-based exposure to the theory and practice of art therapy. Open to all graduate students and undergraduate seniors with permission of the instructor. BA seniors and MA only. Materials fee. Cross-listed as PSYT369.

**PSYT575**

**Taming the Wild Horse: Riding the Energy of Emotions (2)**

Learning to work with emotions can be challenging, even for experienced meditators. This five-day residential rural group retreat is designed to strengthen meditative tools for understanding and healing emotional struggle. Especially applicable for people working in the helping professions who wish to deepen compassion for self and others, the retreat includes “sending and taking” meditation (tonglen); mindfulness-awareness sitting practice (shamatha); contemplative interactive exercises; periods of silence; mindful eating practice; and outdoor walking meditation. Individual meditation instruction, as well as daily lectures and discussions, are included. This retreat can be challenging because practicing with emotions can be challenging. The instructor strongly recommends that participants have some prior meditation intensive experience (e.g., a weekend meditation program) prior to attending this retreat. Extra fees apply. Cross-listed as PSYT375.

**PSYT596W**

**Transpersonal Counseling Psychology Conference (1)**

The Transpersonal Counseling Psychology program offers a one-weekend conference in the fall or spring featuring leaders in transpersonal psychology. Previous conferences have focused on the state of the art in transpersonal psychology, ecopsychology, psychotherapy and contemplative practice, initiation, creativity, and community and have included such esteemed faculty as Frances Vaughan, Roger Walsh, Laura Sewall, Cassandra Katz, Pat Ogden, David Abram, Angeles Arrien, Malidom Some, Stan Grof, Don Campbell, Pat Allen, and Shauna McNuff. Topics and faculty vary from year to year.

**PSYT601**

**Gestalt I: Awareness (3)**

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. The basic form of a Gestalt experiment is demonstrated and the stages of the process are learned. Transpersonal roots, community building, and development of the I-Thou relationship as the basis of therapeutic work are emphasized. Program students only.

**PSYT603e**

**Engaged Contemplative Practices: Ecological and Societal Transformation (3)**

Students develop skills that cultivate mindfulness, awareness, and compassion for social engagement. The course presents approaches and practices (e.g., sitting meditation, sensory awareness and native based exercises) that involve personal as well as societal transformation. It includes models of engagement drawing on the work of Joanna Macy, the nonviolent tradition of Thich Nhat Hanh (or others), and the practice of bearing witness. This is a blended course with both online and face-to-face components.

**PSYT604**

**Foundations of Art Therapy: Studio and Practicum (3)**

This course focuses on studio foundations in art therapy by investigating numerous in-class art assignments in conjunction with a studio practicum.
The studio foundations course work examines practical applications of art therapy that focus on the therapeutic relationships and various artistic techniques that support change and transformation. Development of observation and therapeutic communication and counseling skills are stressed throughout the semester. The studio practicum covers basic information on how to set up, manage and fund an art studio. Active participation in socially engaged community-based arts along with service learning values is a key aspect of the course. Course and materials fee.

**PSYT607e**

Integral Psychology (3)
A course designed to take the student on a three-dimensional journey toward a deep understanding of this meta-theoretical approach to psychology. First, it involves an examination of the theory of Integral Psychology as the Fifth Force or Wave in the historical development of the discipline of psychology. Second, it includes a critical analysis of integral theory as it evolved in Ken Wilber’s body of work. Throughout the course, students apply this evolutionary theory of consciousness in their own lives through the development of an ongoing Integral Life Practice.

**PSYT609**

Wilderness Therapy Intensive: Introduction to Wilderness Therapy (2)
The distinct disciplines that define Wilderness Therapy in the Transpersonal Counseling Psychology program are examined. We explore how diverse disciplines can be combined in an effective therapy model that serves people and environment. Students gain understanding of how their personalities and experience influence their role as therapists. The class format is a combination of experiential activities, lectures, discussion, and reflection. WT only. Field fees.

**PSYT610**

Human Growth and Development through the Life Span (3)
This course provides an advanced study of human development from prenatal experience through the life span, including individual and family development and theories of learning and personality development. Students develop an intellectual and theoretical knowledge of human behavior, including an understanding of developmental crisis, disability, exceptional behavior, addiction, and psychopathology. Additionally, situational, cultural, and environmental factors that affect both normal and abnormal behavior are explored. Legal and ethical considerations are discussed throughout the course. Students deepen their understanding and use of human development in the therapeutic setting.

**PSYT611**

Helping Relationships I (3)
This course provides an introduction to the theory and skills of counseling and consultation. Topics include history of the profession, theoretical orientations including family systems, ethics, counseling skills, development and stages of a therapeutic relationship, and diversity. Self-awareness in relationship to counseling is developed. Students do videotaped practice sessions.

**PSYT612**

Helping Relationships (WT) I (3)
This course provides an introduction to the theory and skills of counseling and consultation. Topics include history of the profession, theoretical orientations including family systems, ethics, counseling skills, development and stages of a therapeutic relationship, and diversity. Self-awareness in relationship to counseling is developed. Students do videotaped practice sessions. WT only.

**PSYT618**

Transpersonal Psychology Intensive II (3)
These weeklong courses introduce MATP students to transpersonal psychology and provide in-depth exposure to current issues and developments in the field. They also provide the opportunity for community building, face-to-face instruction in transpersonal processes such as meditation and ritual, and application of topics from the online courses. Students are expected to prepare for the course prior to attending and to complete a written assignment after the course. MATP and ECOC only.

**PSYT620**

Authentic Movement/Transpersonal (2)
Authentic Movement, a self-directed movement process employing the wisdom of the body as a pathway to awareness, provides direct experience of the individual and collective body as a vessel for integration, healing, transformation, and creative process. This course explores the ground form of Authentic Movement: the mover, witness, and the relationship between them. Students explore their own process while experiencing this therapeutic movement form. Through learning how to increase the authenticity of presence, students explore the ground of the healing relationship. Authentic Movement provides a model for life lived in authentic relationship to self, others, and community.

**PSYT621**

Psychology of Meditation I: Mindfulness Training (3)
Mindfulness, the ability to be fully present, is essential for the skillful counselor. This course introduces the practice of mindful breathing (shamatha-vipashyana) sitting meditation drawn from the Buddhist tradition as a means of developing moment-to-moment awareness. Methods for cultivating wakefulness within daily life situations are explored.

**PSYT624**

Art Therapy Studio: Process and Materials (2)
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 projects. 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: PSYT604 and PSYT634. AT only.

**PSYT627**

Contemplative Perspectives and Practice (1)
The course supports students in continuing their training in mindfulness practice and explores the use of contemplative practice in the context of personal development and working with others, particularly in wilderness settings. In addition to group sitting practice, students engage in several periods of extended silent activity in order to deepen mindfulness in wilderness settings. WT only.

**PSYT629**

Family Systems Interventions: Equine-Assisted Settings (2)
This course examines the clinical applications of family systems theoretical knowledge in wilderness therapy with a focus on equine-assisted settings. Students experience various interventions and develop skill through hands-on practice. Specific family issues (e.g., divorce, blended families, abuse) are explored using family systems approaches. Students select one family therapy approach for more in-depth study. WT only.

**PSYT634**

History and Theory of Art Therapy (3)
Students explore various historical and theoretical trends in art therapy, focusing on the contributions of early pioneers and contemporary practitioners. Various approaches to the practice of art therapy are highlighted (depth psychology, humanistic, cognitive/behavioral) with specific attention devoted to models of contemplative and transpersonal art therapy, creativity, and strategies to employ when looking at artwork and when establishing a therapeutic relationship through art. AT only.
PSYT646
Contemplative Voice Work: Sounding the Body-Mind (2)
Each person’s voice is a unique energetic “fingerprint” and has the potential to form a bridge between the physical and nonphysical and the realms of inner and outer experience. Students use contemplative approaches to bring awareness to the connection between the voice and body and to experience the energy of the body through sound. This course is for all students who want to explore their voice. Singing ability not required.

PSYT651
Gestalt II: Experiment (3)
Demonstrations of individual and group experiments are followed by didactic learning that further explores the central Gestalt themes. The concepts of organicity, figure-ground perceptual fields, polarities, top-dog/underdog, 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. Students work under the supervision of the teacher. If this class is not successfully completed, both Gestalt I and Gestalt II must be retaken together. Prerequisite: PSYT601.

PSYT660
Assessment and Appraisal in Counseling (3)
An overview of individual and group approaches to assessment and evaluation, as these have developed historically from a traditional educational and psychological perspective through a more focused counseling perspective, with suggested applications appropriate for transpersonal and contemplative practitioners. The course covers basic topics of standardized and nonstandardized testing and other assessment techniques, including inventories, observations, and computer-managed methods. Topics include psychometric statistics; factors related to the assessment and evaluation of individuals, groups, and special populations; case conceptualization; assessment; and diagnosis. Ethical and legal considerations are integrated throughout the course. Issues of diversity related to the development of and selection of assessment instruments are also explored. Course fee.

PSYT661
Helping Relationships II (3)
This course provides an introduction to the theory and skills of counseling and consultation. Topics include history of the profession; theoretical orientations including family systems, ethics, counseling skills, development, and stages of a therapeutic relationship; and diversity. Self-awareness in relationship to counseling is developed. Students do videotaped practice sessions. Prerequisite: PSYT611.

PSYT662
Helping Relationships (WT) II (3)
This course provides an introduction to the theory and skills of counseling and consultation. Topics include history of the profession; theoretical orientations including family systems, ethics, counseling skills, development and stages of a therapeutic relationship; and diversity. Self-awareness in relationship to counseling is developed. Students do videotaped practice sessions. WT only. Prerequisite: PSYT612.

PSYT665
Civic Engagement Studio Practicum (noncredit)
A 45-hour practicum that allows students to work with various groups from the local community in the Naropa Community Art Studio. Civic responsibility, service to others, and cultural/social interventions through art and the mentor role are stressed throughout the semester. Course fee.

PSYT668
Counseling Practicum (3)
Required of all second-year students, the practicum provides for the continued development of counseling skills through field work at a community agency with on-site consultation and supervision, and is designed to provide a supportive and instructional forum for students’ initial experiences working with clients in community settings. Students also become familiar with ethical guidelines relating to the counseling profession. Students discuss, within a supportive classroom environment, professional and personal issues as they relate to their development as beginning counselors. Discussion topics include client populations served, client transference and therapist countertransference, case presentations, agency structure and organization, and community resources.

PSYT670/670e
Transpersonal Psychology I (3)
An introduction and examination of central concepts, theories, practices and applications of transpersonal psychology. The on-campus sections are designed for students in the transpersonal counseling programs. These sections extend counseling and psychology into transpersonal areas. The theories of the central figures in the field are discussed and compared as well as the roots of transpersonal psychology in the world wisdom traditions and multicultural considerations. Students learn counseling applications of transpersonal psychology. The online section of this course explores foundations of transpersonal psychology and applications to meditation, ritual, ecopsychology, psychological research, multicultural diversity, and other areas. All sections blend intellectual exploration, practice, and self-reflection. Online fees apply (670e).

PSYT671
Psychology of Meditation II: Applications to Counseling (2)
This course builds on the foundation provided by PSYT621. Topics presented through lectures and readings deepen the understanding of essential principles of meditative awareness. The specific focus of the course is the way meditation can support the counseling relationship. Prerequisite: PSYT621, PSYT720.

PSYT672e
Transpersonal Psychology II: Theorists and Applications (3)
This course serves as a continuation of Transpersonal Psychology I and focuses on particular theorists and applications of transpersonal psychology in a variety of areas. Prerequisite: PSYT670e or an equivalent introduction to transpersonal psychology. Online fees apply.

PSYT680
Group Dynamics and Leadership (Lecture) (1)
Working with groups is both an art and a science; therefore, this lecture course is taught in conjunction with PSYT682, an experiential course. This course teaches a combination of techniques drawn from Gestalt, existential, psychodynamic, systems, and other approaches to group therapy. Topics discussed include the following: general group theory; varieties of group therapy; issues involved in starting a group; stages of group development; levels of intervention in groups (interpersonal, intrapersonal, and group); transference, countertransference, and authentic relatedness in groups; resistance and defenses in groups; use of dreams in groups; group maintenance; multicultural issues in groups; and closure exercises and experiences. Prerequisite: PSYT661.

PSYT681
Gestalt Community Intensive (2)
Designed as a summer intensive in an off-campus 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. Students are provided the opportunity to explore their own process in a community setting. Special fees apply. [Off-campus setting may include retreat, equine and wilderness.]

PSYT682
Group Dynamics and Leadership (Experiential) (2)
In this course, students practice a combination of techniques drawn from Gestalt, existential, psychodynamics, systems, and other approaches to group therapy. Skills to be practiced and/or discussed follow the themes concurrently taught in PSYT680. Themes include general theory; varieties of group therapy; group start-up issues; stages of group development; levels
of intervention in groups; transference, countertransference, and authentic relatedness; resistance and defenses; use of dreams; group maintenance, multicultural issues; and closure exercises and experiences. Prerequisite: PSYT661. Corequisite: PSYT680.

**PSYT685**  
Ecopsychology Training (3)  
Ecopsychology explores human-nature relationships and the implications of a deeper connection between human and nature for mental health, personal growth, environmental action, and sustainable lifestyles. This advanced course assumes an understanding of the theory and practices of ecopsychology. It is directed toward the interface of ecology, transpersonal psychology, and contemplative practice (i.e., nature, psyche, and spirit); critical evaluation of ecopsychological thinking; and the development and use of ecopsychology practices in personal and professional applications.

**PSYT700**  
Research and Program Evaluation (3)  
This course is an introduction to the field of research methods and program evaluation as they apply to counseling psychology and psychotherapy. Topics include philosophical issues in research, including the importance of research, and opportunities and difficulties of conducting research in the counseling field. Research methods including qualitative, quantitative, single-case, action, and outcome based are surveyed. Principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modification are discussed. Technology, statistical methods, ethics and legal concerns, result reporting, and diversity are also topics of importance.

**PSYT704**  
Group Dynamics and Leadership: AT (3)  
This course addresses the theory and practice of group psychotherapy through various didactic and experiential methods including a weekend training group facilitated by an outside consultant. The following topics are addressed throughout the semester: group ethics, group dynamics and process, stages of group development, levels of intervention, Yalom’s curative factors of group work, authentic/contemplative presence, group resistance and defenses, multicultural and diversity themes, termination practices, and the use of art materials and processes for specific populations. Prerequisite PSYT611, PSYT634. AT only.

**PSYT706**  
Group Dynamics and Leadership I: WT (2)  
Group Dynamics and Leadership I provides theoretical and experiential understandings of group purpose, development, dynamics, counseling and therapy theories, approaches, methods, and skills. Studies include comparative models, evaluation methods, research, professional preparation, ethical and legal considerations, and applications for working creatively in outdoor and wilderness settings.

**PSYT707**  
Special Populations Interventions: Wilderness Therapy Settings (2)  
This course explores therapeutic interventions, primarily from adventure therapy and ecotherapy. Focus is on issues related to trauma and addictions and substance abuse. We examine various models of addiction recovery, specifically as they apply to diverse populations. Learning happens initially through demonstration and participation, followed by students practicing with peers.

**PSYT708**  
Outdoor Skills I: Equine, Mountains, Climbing, Canyons, and Ropes Courses (2)  
Students learn and practice basic outdoor skills for backcountry travel and camping; review physical and emotional risk-management techniques; and learn how to logistically prepare food and gear for an expedition. Students learn technical and ecological identification skills associated with a variety of outdoor settings and seasons. Field fee.
**PSYT730**
Incest and Sexual Abuse (2)
An introduction to working with clients who have the experience of sexual abuse or incest in their history. We look at the definition, assessment, history, causes, effects, and treatment of sexual abuse and incest. Students explore their own process, the process of the client, and the process of healing in this area from both a personal and systemic perspective.

**PSYT734**
Counseling with Child and Adolescent Populations (Art Therapy Emphasis) (3)
An examination of the psychological, psychosocial, cultural, cognitive, creative, and spiritual development of children from birth to nineteen as it relates to the practice of counseling and art therapy. Through readings, discussion, practice sessions with children, experiential exercises, and assignments, students focus on understanding development, art assessment, attachment theory, approaches to treatment, and the practice of art therapy with a variety of child and adolescent populations. AT only. Prerequisite: PSYT704.

**PSYT740**
Diagnostic Psychopathology (2)
An advanced overview of clinical thinking, perspective, and comprehension related to assessment, diagnosis, and treatment planning tasks required of a psychological professional working with clients representing a wide range of distress, disorders, mental illness, life crises, spiritual dilemmas, personal and developmental transitions, and sociocultural challenges.

**PSYT743**
Transitions Throughout the Life Span (3)
An examination of counseling individuals through major life transitions. The modality of rites of passage, its appropriateness with both adolescent and adult clients, and its cross-cultural dimensions are a focus. Students gain firsthand experience with ceremony, ritual, expressive arts, and vision fasting in natural settings as modalities for addressing transitions. WT only.

**PSYT754**
Art Therapy Skills IV: Adult Populations and Family Systems (4)
This course addresses clinical approaches to working with adult populations from specific DSM-IV categories and with families. Each class offers a population-specific lecture, case material, and general art therapy interventions. Students have the opportunity to increase their understanding of art therapy assessment by engaging in dyad/studio sessions with each other. Organization of treatment plans, session documentation, and assessment for adult populations are examined. The Family Systems portion of the class offers an overview of family systems theory and family art therapy. Students learn the basic concepts of systems theory, how to make Bowenian and Minuchin maps, how families are organized and structured, the life cycle of a family, and working with diverse family structures through cultural awareness. Prerequisite PSYT734. AT only.

**PSYT755**
Theories and Practice in Career Counseling I (1.5)
This course addresses students enrolled in the Wilderness Therapy concentration with an introduction to career counseling, career development, and adult transition from a transpersonal point of view. Students learn the central theories of career development and decision-making models. Interrelationships among and between work, family and other life roles, and factors including the role of diversity and gender in career counseling are explored. Key assessment instruments for life and career planning and decision making are reviewed. Career counseling skills and processes are explored including those applicable to specific populations. Ethical guidelines and legal considerations are also reviewed. Taught as a four-day intensive. WT only.

**PSYT759**
Transitions, Lifestyles, and Career Development (3)
Study of career counseling, career development, and adult transition from a holistic and transpersonal point of view. Students learn the central theories of career development. Key assessment instruments for life and career planning and decision making are reviewed. Career counseling skills and processes are explored including those applicable to specific populations. The course explores the interrelationships between work, family, spirituality, and other life roles including the role of diversity and gender in career development. Ethical and legal considerations, networking, informational interviewing, resume writing, interviewing skills, occupational and labor market information, and web-based resources are studied.

**PSYT763**
Gestalt Therapy and Breathwork (1)
Inhalation and exhalation, expansion and contraction, emulate the movement of all life. In Gestalt theory, we utilize breath in awareness and in deepening the use of breath in dealing with resistance, bringing about emotional presence, sustaining life’s vitality, energizing, and bringing about calmness.

**PSYT765**
Theories and Practice in Career Counseling II (1.5)
Taught as a four-day intensive, this course addresses students enrolled in the Wilderness Therapy concentration with advanced instruction in career counseling, career development, and adult transition from a transpersonal point of view. Students learn the central theories of career development and decision-making models. Interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career counseling are explored. Key assessment instruments for life and career planning and decision-making are explored through client-based practices. Technology-based applications and the utilization of the Internet in career exploration are explored. Students learn career counseling processes and techniques, including those applicable to specific populations. Ethical guidelines and legal consideration are also reviewed. Prerequisite: PSYT755. WT only.

**PSYT770**
Meditation Practicum II: Developing Compassion (1)
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. Specific topics include the application of tonglen to the healing process, death and bereavement, social action, and preventing burnout. Group sessions of sitting and walking meditations, discussions, and individual instruction are provided. Prerequisite: PSYT621, PSYT720, or PSYT521.

**PSYT771**
Marriage and Couples Therapy (2)
This class focuses on developing a working knowledge of marriage therapy using different models, with emphases on diversity and Jungian couples therapy, as well neurobiology and gender research. Students are asked to draw from their own knowledge as they prepare to work supporting couples.

**PSYT780**
Therapy with Children and Adolescents (2)
This course focuses on essentials of therapy with children, adolescents, and the family system in which they live. Diagnostic treatment techniques that pertain directly to working with children are covered. Students look at children from a developmental perspective, tying developmental issues to emotional issues for the involved children and their “parents.” Students explore and practice treatment techniques: where, how, and why they can be used. The class examines issues such as learning disabilities, adoption, suicide, guardianship, ADD and ADHD, child abuse, reporting issues, and related issues. Prerequisite: PSYT600 or PSYT610.
PSYT782
Approaches to Couples Counseling (1)
Intensive two-day workshop on Imago Relationship Therapy as developed by Harville Hendrix, author of Getting the Love You Want and Keeping the Love You Find. Both didactic information and experiential exercises are presented, including concrete and effective tools for working with couples, such as Behavior Change Request and the Parent Child Dialogue. Students gain confidence in their ability to understand and deal with relationship dynamics, childhood wounds, developmental stages, projections, defenses, symbiosis, power struggles, and shadow issues. Prerequisite: PSYT611, PSYT661.

PSYT791
Advanced Child and Adolescent Therapy (1)
This advanced course for working with children, adolescents, and their families focuses on turning the theory of previous classes into the practical. Many case studies and demonstrations with class members as family members are used. Students 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: PSYT600, PSYT780.

PSYT800
Internship I (2)
The student works a total of 700 hours in community agency settings. Prerequisite: PSYT668.

PSYT804
Internship I: Art Therapy (2)
Students work as art therapy interns for a minimum of 700 hours in community agencies, hospitals, schools, and other 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: PSYT668 and all required Art Therapy and Transpersonal Counseling Psychology courses.

PSYT806
Internship I: Wilderness Therapy (2)
The student works a total of 700 hours in community agency settings. WT only. Prerequisite: PSYT668.

PSYT810
Professional Orientation and Ethics I (2)
Professional Orientation and Ethics I supports the learning experience of students enrolled in the internship placement. The class is designed to provide an instructional and supportive forum for students practicing counseling and psychotherapy in agency settings. The class provides an understanding of professional roles, organizations, and credentialing. Students are exposed to the ethical, legal, and advocacy considerations of counseling. The history and philosophy of the counseling profession are considered in relation to current trends and case studies. We are concerned with professional, theoretical, and personal issues related to the internship such as therapeutic technique and style, diversity issues, transference, and countertransference. Prerequisite: PSYT668.

PSYT814
Professional Orientation and Ethics I: Art Therapy (3)
Professional Orientation and Ethics is designed to provide an instructional and supportive forum for students practicing counseling and art therapy in agency settings. Students are exposed to the ethical, legal, and advocacy considerations of counseling and art therapy, including ethics of practice and client’s rights; confidentiality and mandatory reporting; informed consent; assessment and treatment planning; documentation and record keeping; boundary violations/dual relationships; therapeutic technique and style; diversity issues; transference and countertransference; and ownership of artwork. Philosophical clinical positions of counseling and art therapy are investigated through case study presentations. Students prepare a written case study (six to eight sessions in length) and regularly present case material and artwork to the class for discussion. Prerequisite: PSYT668 and all Art Therapy and Transpersonal Counseling Psychology courses. AT only.

PSYT816
Professional Orientation and Ethics I: Wilderness Therapy (2.5)
Professional Orientation and Ethics I supports the learning experience of students enrolled in the internship placement. The class is designed to provide an instructional and supportive forum for students practicing counseling and psychotherapy in agency settings. The class provides an understanding of professional roles, organizations, and credentialing. Students are exposed to the ethical, legal, and advocacy considerations of counseling. The history and philosophy of the counseling profession are considered in relation to current trends and case studies. We are concerned with professional, theoretical, and personal issues related to the internship such as therapeutic technique and style, diversity issues, transference, and countertransference. Prerequisite: PSYT668.

PSYT824
Internship Studio Methods I (0.5)
This course complements the work covered in Professional Seminar and Ethics I by using various studio methods and virtual art techniques to explore the fieldwork experience in terms of transference and countertransference, parallel process, projective identification response, art making, self-care, ethics, and professional role identity. AT only.

PSYT844
Internship Studio Methods II (0.5)
This course complements the work covered in Professional Orientation and Ethics II by using various studio methods and techniques to explore the fieldwork experience in terms of transference and countertransference, parallel process, projective identification, ethics and professional role identity. AT only.

PSYT850
Internship II (2)
A continuation of PSYT800.

PSYT854
Internship II: Art Therapy (2)
A continuation of PSYT804.

PSYT856
Internship II: Wilderness Therapy (2)
A continuation of PSYT856. WT only.

PSYT860
Professional Orientation and Ethics II (2)
Professional Orientation and Ethics II completes the learning experience of students enrolled in the internship placement. The class is designed to provide an instructional and supportive forum for students practicing counseling and psychotherapy in agency settings. The class provides an understanding of professional roles, organizations, and credentialing. Students are exposed to the ethical, legal and advocacy considerations of counseling. The history and philosophy of the counseling profession are considered in relation to current trends and case studies. We are concerned with professional, theoretical, and personal issues related to the internship, such as therapeutic technique and style, diversity issues, transference, and countertransference.

PSYT864
Professional Orientation and Ethics II: Art Therapy (3)
This weekly seminar continues the discussion on professional issues related to assessment, treatment planning, documentation, clarification and application of theoretical orientation, transference and countertransference, and various legal and ethical topics. Throughout the semester, students present case material, eventually formulating a coherent case study to be presented at the department orals. If one fails to successfully complete
this class, both professional seminars I and II must be retaken together.
Prerequisite: Successful completion of all required Art Therapy and
Transpersonal Counseling Psychology courses. AT only.

PSYT866
Professional Orientation and Ethics II: Wilderness Therapy (2.5)
This course completes the learning experience of students enrolled in the
internship placement. The Professional Orientation and Ethics II class is
designed to provide an instructional and supportive forum for students
practicing counseling and psychotherapy in agency settings. The class
provides an understanding of professional roles, organizations, and
credentialing. Students are exposed to the ethical, legal, and advocacy
considerations of counseling. The history and philosophy of the counseling
profession are considered in relation to current trends and case studies. We
are concerned with professional, theoretical, and personal issues related
to the internship, such as therapeutic technique and style, diversity issues,
transference, and countertransference.
Ecopsychology integrates psychology and ecology in the study of human-nature relationships. At Naropa University, contemplative practice and transpersonal psychology provide a foundation for this integration, and the result is a unique contemplative and transpersonal orientation. The low-residency Ecopsychology program is a two-year, 38-credit program, beginning in the summer. Students also attend a three-day intensive course in Boulder each winter. Course work integrates theory, experience, and contemplative practice in the study of ecopsychology, ecology, transpersonal psychology, and contemplative practices. Students complete both written and service-learning projects. The Ecopsychology concentration does not result in a counseling degree.

**MA in Transpersonal Psychology: Ecopsychology Requirements**

**First year, summer**
- PSYT603e Engaged Contemplative Practices: Ecological and Societal Transformation (3)
- PSYT608 Transpersonal Psychology Intensive I (3)

**First year, fall**
- PSYT567e Ecopsychology (3)
- PSYT670e Transpersonal Psychology I (3)

**Second year, summer**
- PSYT520 Psychology of Wilderness Experience (3)
- PSYT685 Ecopsychology Training (3)

**Second year, fall**
- PSYT738e Transpersonal Service Learning I (1.5)
- PSYT839e Master’s Paper Online I (1.5)

**Second year, spring**
- PSYT667W Ecopsychology Intensive II (1)
- PSYT748e Transpersonal Service Learning II (1.5)
- PSYT880e Master’s Paper Online II (1.5)

**Electives 6 (chosen from eligible electives)**

**TOTAL CREDITS 38**

**MA in Transpersonal Psychology: Ecopsychology Course Descriptions**

**PSYT520**
Psychology of Wilderness Experience (3)

Through group process, experiential activities, and ritual, participants experience an ancient, pan-cultural, earth-centered rite of passage in a wilderness setting. This course follows the traditional stages of a rite of passage: Severance (leaving behind what is familiar); Threshold (three days and nights of solitude/fasting); and Reincorporation (bringing back gifts or insights to the community). Open to the transformative power of nature, participants have the opportunity to inquire deeply and directly into themselves and their relationship to the natural world and their community. Participants provide their own camping equipment and share food and transportation. Course is open to MATP students and others by permission of instructor. Activity fee.

**PSYT567e**
Ecopsychology in Context (3)

This online course offers an introduction to deep ecology philosophy in historical and cultural contexts, including contemporary currents of thought such as ecopsychology, ecospirituality, systems thinking, bioregionalism, and voluntary simplicity. Deep ecology alternatives for addressing ethical and ecological problems are examined along with options for effective and compassionate action. Required for MATP ECOC. Online fees apply.

**PSYT603e**
Engaged Contemplative Practices: Ecological and Societal Transformation (3)

Students develop skills that cultivate mindfulness, awareness, and compassion for social engagement. The course presents approaches and practices (e.g., sitting meditation, sensory awareness and native based exercises) that involve personal as well as societal transformation. It includes models of engagement drawing on the work of Joanna Macy, the nonviolent tradition of Thich Nhat Hanh [or others] and the practice of bearing witness. This is a blended course with both online and face-to-face components.

**PSYT608**
Transpersonal Psychology Intensive I (3)

These weeklong courses introduce MATP students to transpersonal psychology and provide in-depth exposure to current issues and developments in the field. They also provide the opportunity for community building, face-to-face instruction in transpersonal processes such as meditation and ritual, and application of topics from the online courses. Students are expected to prepare for the course prior to attending and to complete a written assignment after the course. MATP and ECOC only.

**PSYT617e**
Ecology Concepts and Applications (3)

This online course reviews fundamental concepts in ecology and explores their relevance to ecopsychology. We explore organisms in their environment, population dynamics, community ecology, ecosystem dynamics, and Gaia Theory. A field component involves natural history investigations in each student’s local bioregion. As a group, we develop a place-based perceptual ecology and inquire into the dynamic interrelationships between local ecology, global change, and the human psyche. Required for MATP ECOC. Online fees apply.
PSYT670/670e
Transpersonal Psychology I (3)
An introduction and examination of central concepts, theories, practices, and applications of transpersonal psychology. The on-campus sections are designed for students in the transpersonal counseling programs. These sections extend counseling and psychology into transpersonal areas. The theories of the central figures in the field are discussed and compared as well as the roots of transpersonal psychology in the world wisdom traditions and multicultural considerations. Students learn counseling applications of transpersonal psychology. The online section of this course explores foundations of transpersonal psychology and applications to meditation, ritual, ecopsychology, psychological research, multicultural diversity, and other areas. All sections blend intellectual exploration, practice, and self-reflection. Online fees apply (670e).

PSYT656W
Ecopsychology Intensive I (1)
The course focuses on advanced topics within ecopsychology, further builds community within the program, and aims to teach specific skills for working with individuals and groups in an ecopsychological context. The students’ meditation practice and an understanding of its importance in ecopsychology are deepened. Prerequisite: Completion of PSYT608 and ENV565e. Open to first-year students in the Ecopsychology concentration only.

PSYT667W
Ecopsychology Intensive II (1)
Building on previous courses, this course teaches theories and techniques of specific applications and practices for ecopsychology facilitators. Students have a chance to both observe these practices and practice them in the intensive course. A second purpose of this course is face-to-face community-building in the MATP Ecopsychology program. An in-depth self-assessment paper is required. Prerequisite: PSYT656. Open to Ecopsychology students only.

PSYT685
Ecopsychology Training (3)
Ecopsychology explores human-nature relationships and the implications of a deeper connection between human and nature for mental health, personal growth, environmental action and sustainable lifestyles. This advanced course assumes an understanding of the theory and practices of ecopsychology. It is directed toward the interface of ecology, transpersonal psychology, and contemplative practice (i.e., nature, psyche, and spirit); critical evaluation of ecopsychological thinking; and the development and use of ecopsychology practices in personal and professional applications. Prerequisite: ENV565e.

PSYT738e
Transpersonal Service Learning I (1.5)
Students apply and deepen their learning through service. With guidance from program faculty, students arrange a service-learning project in an area of their choice. Course lectures, reading, and discussion support this learning by examining the nature of transpersonal approaches to service and by providing a forum for interaction and support among students and faculty. MATP and ECOC only. Online fees apply.

PSYT839e
Master’s Paper Online I (1.5)
The first of a two-course sequence in which students apply and deepen their learning of transpersonal psychology through completion of a major written paper. The final paper should provide a definition of transpersonal psychology, a literature review of a particular topic, and critical and creative inquiry into a transpersonal approach to the topic. The paper should also include self-reflection of the student’s relationship to the topic. Students work closely with the instructor, an expert reader, and classmates. The online course environment provides support for the process of writing this paper. In the first-semester course, students produce an outline and proposal for their paper and a 10–20 page literature review of their chosen topic. Online fees apply.

PSYT748e
Transpersonal Service Learning II (1.5)
This is the second of a two-semester sequence in which students apply and deepen their study of transpersonal psychology through service. This semester, students complete the service-learning project begun in Transpersonal Service Learning I and complete a written paper integrating their learning with theory and research in their area of service and with understanding of transpersonal service. Online lectures, reading, and discussion support this learning. MATP and ECOC only. Online fees apply.

PSYT880e
Master’s Paper Online II (1.5)
The second of a two-course sequence in which students complete a major written paper on a topic of their choice. In the second-semester course, students complete the paper. Online fees apply.
THE JACK KEROUAC SCHOOL OF DISEMBODIED POETICS

School Director: Michelle Naka Pierce
Administrative Specialist: Diana McLean

“Ordinary mind includes eternal perceptions. “
—Allen Ginsberg, co-founder of the Jack Kerouac School of Disembodied Poetics

The Jack Kerouac School of Disembodied Poetics was founded in 1974 by Allen Ginsberg and Anne Waldman. The School consists of the Undergraduate Core Writing Seminars; a BA in Writing & Literature; an MFA in Writing & Poetics; a low-residency MFA in Creative Writing; and the internationally renowned Summer Writing Program, a four-week symposium of writers, artists, activists, and editors.

The Jack Kerouac School emphasizes innovative approaches to literary arts. Our programs problematize genre while cultivating contemplative and experimental writing practices. Each year, we invite more than sixty guest writers and artists, including the Allen Ginsberg Visiting Fellow and the Leslie Scalapino Memorial Lecturer in Innovative Poetics. This distinguishing feature fosters an intensely creative environment for students to develop their writing projects in conversation with a community of writers.

Our curriculum includes courses in poetry, prose, nonfiction, translation, film, theory, pedagogy, and letterpress printing, as well as those that explore hybrid, cross-genre, and collaborative forms. We offer rigorous training in critical/creative explorations, encompassing the sociopolitical context of contemporary writing. Students are encouraged to take courses across concentrations and to take part in Naropa’s contemplative and somatic curricular practices, such as sitting meditation, yoga, and ikebana; Tibetan, contemplative movement, voice, and performance are other dharma arts available. Such experiences allow students to absorb new skills for their integrative creative processes. For more than three decades, our rich combination of experimentation, contemplative awareness, and student mentorship has generated innovation inside and outside the classroom, culminating in a critical thesis and creative manuscript written under the guidance of a faculty advisor.

All classes are taught by active, published writers who are widely anthologized, have received numerous grants and awards, and perform and lecture internationally. Dedicated to a dynamic and diverse classroom experience, our faculty asks how disciplines such as ecology, somatic psychology, philosophy, and visual art relate to literary forms. We bring forward new questions that both invigorate and challenge the current dialogue in writing today.

Undergraduate Major and Minor
Bachelor of Arts in Writing & Literature
Minor in Writing & Literature

Graduate Degrees
Master of Fine Arts in Creative Writing
Master of Fine Arts in Writing & Poetics

Summer Writing Program
The Bachelor of Arts in Writing & Literature is a 36-credit major with a curriculum that balances writing workshops and literary studies. This balance reflects the department's conviction that creative writing, reading, and critical analysis must be involved in a writer's growth. In addition to the practice and study of writing, writing and literature students can acquire skills in letterpress printing through The Harry Smith Print Shop, and publishing via Bombay Gin, the department's literary journal. Through Project Outreach, students develop workshop-teaching skills in local schools and institutions.

Writing workshops and literature classes at Naropa University are taught by active poets and writers with the purpose of deepening the students' practice of writing. Those considering the major in Writing & Literature should be committed to the discipline of creative writing and prepared to produce creative work on a weekly basis throughout the academic year and to engage in critical sessions with fellow students.

Declaration of Major
In addition to adhering to university requirements and deadlines, Naropa University students who are interested in declaring a major in Writing & Literature must also meet the following requirements:

- A minimum of 6 credits in courses designated as foundation courses. Foundation courses include 6 credits of work in WRI courses that are designated as major prerequisites. These must include one writing course (WRI234, Creative Writing and Literature, or WRI207, Introduction to Creative Writing) and one literature course (WRI210, Literary Studies: Ancient World Literature; WRI230, Literary Studies: 19th Century U.S. Literature; or WRI240, Literary Studies: Literature of the Pacific Rim).

- Students must receive a "B-" or better in each foundation course in order to declare a major in Writing & Literature.

A prospective major* who has completed one foundation course with a second in progress or who is currently enrolled in two foundation courses may be provisionally cleared to register for courses in the major with:

- the understanding that the student needs to receive a "B-" or better before declaring the major, and

- the understanding that, should the student fail to earn at least a "B-" in a foundation course, he or she will be required to complete the equivalent writing or literature course the subsequent semester and earn at least a "B-".

- A student who fails to earn a minimum of a "B-" will be unable to proceed with taking 300 or 400 level courses restricted to "majors only"* until an acceptable grade in an equivalent foundation course has been earned.

- Each foundation course may be repeated once.

- Upon earning a "B-" or better in the aforementioned foundation course(s), the prospective major* is responsible for going to his or her advisor to begin the declaration of major process before the end of the drop/add period of the semester subsequent to the satisfactory completion of the course(s).

Students applying to transfer from an outside institution directly into the Writing & Literature major are required to submit the following materials in addition to those required by the Admissions Office:

- A sample of creative writing, poetry, or prose (five to ten pages)

- A statement of interest in declaring the major (one to two pages)

BA in Writing & Literature Requirements

Writing Workshops: 15 credits
Writing workshops train in various modes of verse and prose composition and include writing poetry, writing fiction, translation, and expository essay. Workshops require the regular submission of original work for critique, oral presentation, and editing.

- WRI265 Prose Workshop: Introduction to Fiction Writing (3)
- WRI300 Poetry Workshop: Finding Your Fire (3)
- WRI310 Reading and Writing: The Magic of Realism (3)
- WRI311 Reading and Writing Seminar: Poetic Operation (3)
- WRI314 Writing Prose: Memoir/Anti-Memoir (3)
- WRI320 Writing Poetry: From Gloucester Out (3)
- WRI321 Writing Prose: Navigations in Narrative (3)
- WRI323 Writing Poetry: The Prose Poem (3)
- WRI325 Writing Poetry: From Sonnet to Projective Verse (3)
- WRI334 Reading and Writing: The Hybrid (3)
- WRI360 Writing Poetry: Only the Narrow Present Is Alive (3)
- WRI363 Reading and Writing: Literatures of Exile and Diaspora (3)
- WRI364 Reading and Writing: Passage in Prose (3)
- WRI365 Reading and Writing: Experimental Women Writers (3)
- WRI375 Writing Poetry: Wild Form (3)
- WRI385 Reading and Writing: Close Readings in Surrealism and Dada (3)
- WRI386 Writing Prose: Narrative and Architecture (3)
- WRI400 Poetry Workshop: Extending Your Voice (3)
- WRI407 Reading and Writing: Currency of the New Millennium (3)
- WRI410 Writing Poetry: Writing the Poems (3)
- WRI419 Reading and Writing: Exploring Your Source (3)
- WRI428 Writing Fiction (3)
- WRI429 Contemplative Poetics (3)
- WRI431 The Art of the Essay (3)
- WRI437 Reading and Writing: Noir Novel to Film (3)
- WRI443 Practice of Translation (3)
- WRI445 Reading and Writing: Writing with Shakespeare (3)
- WRI446 Reading and Writing: American Beauty (3)

SUBTOTAL 15

Literature Courses: 18 credits
Literature courses examine selected writers' works, topics, or periods in literary history and require critical papers in standard academic format.

- WRI310 Reading and Writing: The Magic of Realism (3)
- WRI311 Reading and Writing Seminar: Poetic Operation (3)
- WRI334 Reading and Writing: The Hybrid (3)
- WRI340 Literature Seminar: Women Writers, Open Texts (3)
- WRI347 Literature Seminar: Kerouac's Road (3)
- WRI349 Literature Seminar: Classic Modernism (3)
- WRI350 Literature Seminar: Midnight Angels (3)
- WRI356 Literature Seminar: Points of Departure (3)
A prospective major* who has completed one foundation course with a second in progress or who is currently enrolled in two foundation courses may be provisionally cleared to register for courses in the major with:  
the understanding that the student needs to receive a “B-” or better before declaring the major, and *the understanding that, should the student fail to earn at least a “B-” in a foundation course, he or she will be required to complete the equivalent writing or literature course the subsequent semester and earn at least a “B-” *A student who fails to earn a minimum of a “B-” will be unable to proceed with taking 300 or 400 level courses restricted to “majors only” *until an acceptable grade in an equivalent foundation course has been earned. * Each foundation course may be repeated once. * Upon earning a “B-” or better in the aforementioned foundation course(s), the prospective major* is responsible for going to his or her advisor to begin the declaration of major process before the end of the drop/add period of the semester subsequent to the satisfactory completion of the course(s).

*This also applies to students with a minor in Writing and Literature or Interdisciplinary students with a concentration in Writing and Literature.

The department does not require additional materials from a student to minor in Writing and Literature.

**Interdisciplinary Studies:**

**Concentration in Writing & Literature**

Interdisciplinary Studies students fulfilling a concentration in Writing and Literature must complete the following:

- A minimum of 6 credits in courses designated as foundation courses. These include 6 credits of work in WRI courses designated as concentration prerequisites. These must include one writing course (WRI234, Creative Writing and Literature, or WRI207, Introduction to Creative Writing) and one literature course (WRI210, Literary Studies: Ancient World Literature, WRI230, Literary Studies: 19th Century U.S. Literature, or WRI240, Literary Studies: Literature of the Pacific Rim).

- Students must receive a “B-” or better in each foundation course in order to declare a concentration in Writing and Literature.

The Writing & Poetics Department does not require writing samples or any other secondary admissions material from lower-division Naropa students transitioning into a concentration in Writing & Literature.

**BA in Writing & Literature Course Descriptions**

**WRI207**

Introduction to Creative Writing (3)

To expand the practice of imaginative writing, we play with different poetic and narrative forms and invent our own while engaging texts that challenge and catalyze our investigations. In an atmosphere of curiosity and support, students create a body of work that is developed and refined throughout the semester. Only open to students outside the W&L major.

**WRI210**

Literary Studies: Ancient World Literature (3)

We read ancient literary works from around the world from oral and literary lineages. We look for threads of similarity and aspects of difference, gaining some cultural and cross-cultural understanding of particular human themes and motifs. Readings from various cultures include among others the Epic of Gilgamesh; the Iliad; Greek, Latin, Indian, Chinese, and Japanese lyric poetry; selections from the Bible and Gnostic literatures; tragedies of Sophocles and Aeschylus; the Aeneid; the Upanishads and the Mahabharata and the Tao Te Ching. Response papers and a final research paper are required.

**WRI230**

Literary Studies: 19th Century U.S. Literature (3)

We look at important works of fiction, essay, poetry, and memoir that, written one hundred to two hundred years following the Declaration of Independence, are exciting and vital to this day. We investigate the ways
they reveal and define a particular American experience and character in history, literature, and poetics. They are treated not as static texts, but as enduring social and cultural signposts. Readings include works by Edgar Allen Poe, Ralph Waldo Emerson, Henry David Thoreau, Phyllis Wheatley, Herman Melville, Nathaniel Hawthorne, Emily Dickinson, Walt Whitman, Mark Twain, Stephen Crane, as well as enduring Native American texts. Response papers and a final research paper are required.

WRI234
Creative Writing and Literature (3)
This class broadens our repertoire and abilities as reader-writers. The readings explore literature from several genres, including writing that mixes and matches more than one genre in a single piece of writing. The class also functions as a workshop undertaking writing experiments. Students develop the ability to analyze and speak articulately about contemporary writing, learn to identify the characteristics of discrete literary genres, strengthen their writing skills in multiple genres, and produce writing samples.

WRI240
Literary Studies: Literature of the Pacific Rim (3)
The Pacific Rim culture region, which includes the west coast of North America, the Bering Strait, and the coastal regions of Asia including Japan, have shared technologies, populations, and cultural lore for tens of thousands of years. This course explores the distinctive literature—oral and written—created in this area. Songs, poetry, myths, drama, from prehistoric times to the present, are explored.

WRI265
Prose Workshop: Introduction to Fiction Writing (3)
This introductory fiction workshop explores techniques and aspects of craft such as structure, story, and plot, character, voice, point of view, setting, description, and the possibilities offered by different narrative forms. Reading selections of classic and contemporary writing for inspiration and points of departure, we generate new writing of our own through weekly writing investigations and in-class assignments. With feedback from our colleagues we take this work through drafts and revisions with the aim of producing a final portfolio. We also think about practical aspects of how fiction is edited, published, and read, and consider how or why we might want our own work to be published. Open to lower-division sophomores; others by permission of the department.

WRI300
Poetry Workshop: Finding Your Fire (3)
An eclectic collection of the poems and texts of twelve very distinct poets is introduced, read, discussed, and drawn on for inspiration. The study of each poet includes biographical information, class members reading aloud from the texts, and an in-depth discussion of the individual poems with emphasis on the inspiration factor, i.e., where inspiration comes from. While class members take turns reading from the text, the rest of the class participates in an automatic writing exercise. This “wall of words” becomes the material for a rough draft that through class discussion contributes to the making of each student’s poems. Students are required to keep a notebook of their “wall of words,” their in-class rough draft, class suggestions toward their completed poem, revisions of the poem, and notations on how they worked with the “wall of words” for inspiration. A final portfolio of completed poems is required. Open to W&L students only; others by permission of the department.

WRI310
Reading and Writing: The Magic of Realism (3)
How does narrative fiction push the boundaries of realism to engage the writer’s imagination? How does a realistic voice turn inventive and nearly magical? In this class we explore the magic of realism, as seen in writers like Cortazar, Calvino, and Marquez (who claimed he only wrote “true socialist realism”), as well as in myth and fairy tales, and learn, in describing the ordinary, how to craft the fantastic in our own work. In short, we learn the importance of expressing precisely the number of butterflies in any story. Open to W&L students only; others by permission of the department.

WRI311
Reading and Writing Seminar: Poetic Operation (3)
This course challenges traditional assumptions about how poems are created by isolating the operations in play to produce texts. We begin with Gertrude Stein’s Tender Buttons and then read contemporary writers who question the authority of poetic practice through innovative uses of language, form, syntax, and meaning. We immerse ourselves in the laboratory of literary structures and examine how writers confront convention and experiment with process. In addition, we examine the writer’s historical context and how it informs the “poetic operation.”

WRI314
Writing Prose: Memoir/Anti-Memoir (3)
Reading of contemporary memoir: memoir as method of traveling between representations of the self, autobiography that veers from confessionalism, documents that take as their subject the complications of the body (an I negotiating with a history, or family (you are). In our own writing, we will try to write an I that is both a conversation with assigned texts and a method to dissolve the assumptions about the making of a self on paper.

WRI320
Writing Poetry: From Gloucester Out (3)
Reading assignments sample the ancestral and expanding constellation of postmodern poetics. Students research practitioners of their own choosing for in-class discussion and are encouraged to access the Naropa Audio Archive in doing so. Classes split time between presentation and discussion of readings and “work-shopping” of weekly writing assignments. The course title is taken from Edward Dorn and refers to poet Charles Olson’s sense of the “projective” as a launch pad for postmodern poetics.

WRI321
Writing Prose: Navigations in Narrative (3)
This class is an investigation and production of alternative narrative strategies. Readings from contemporary world fiction are a source of dialogue, though our emphasis is on inventing worlds for our characters/dissolving characters to navigate. What happens to our fiction if these navigations fail? What does “narrative” itself mean to us as writers engaged with prose? This class is an opportunity for you to develop your sense of where you stand in relation to the page. Open to W&L students only; others by permission of the department.

WRI323
Writing Poetry: The Prose Poem (3)
A workshop devoted to reading and writing prose poems. The narrative of a prose poem is often compared to that in dreams, involving sudden shifts of development and evocative tonal and atmospheric shading. The prose poem invites one to consider and explore possibilities for poetic experiment within the broad range of prose frames and formats. The semester’s project will be a manuscript of prose poems selected from the work written each week.

WRI325
Writing Poetry: From Sonnet to Projective Verse (3)
An exploration of poetic forms based in reading examples of the forms and in students’ writing. Contemporary poetic verse forms are introduced in the context of their formal precedents. These are poetic forms with a vigorous history of application in the world in which the students will be writing and, as such, this course also provides a basic introduction to the field of contemporary poetry. We look at and discuss the work of both modern and postmodern authors along with writing by participants.

WRI326W
Poetry Practicum: Small Press (1)
An introduction to various facets of the small press including its history and practical concerns around submissions and editing. What is a small
press? What was its role in forging the contemporary period? How do you “read” relevant editorial information out of journals and magazines? How do you put together submissions and cover letters? At least one current journal or press editor will appear as a guest speaker. There will be show and tell, hands-on study, and collaborative exercises focused on practical skills. Open to W&L and W&P students only; others by permission of the department. Cross-listed as WRI 702W.

WRI334
Reading and Writing: The Hybrid (3)
We research hybridity to create both a vocabulary and an environment for our own projects and concerns. What is a hybrid form? Answering this question depends upon research across and into other disciplines. To this end, the course includes reading works by writers who occupy or navigate or devour or think the space where one way of writing is becoming another, or joining with another, in diverse ways. In our own writing, we generate a template for, then build, a hybrid project. The method of instruction for this class combines short lectures with class discussion, workshops, and in-class writing experiments.

WRI335W
Poetry Practicum: Haiku, Linked Verse, and the Bioregion (1)
Haiku is a Pacific Rim poetry form. It originated in Japan and spread internationally, becoming Japan’s best-known export. As a form of poetry it uses precise information about what we now term bioregions. It can be cool and glacially slow, or up close and passionate. This two-day workshop with field trips investigates specifics of our Southern Rocky Mountain bioregion for use in short-form verse. “In place of haiku” is how Lorine Niedecker put it. We’ll try five-line versions, mesostics, lunes, and collaborative linked-verse projects as well as considering poetry’s links to other formal arts. Open to W&L and W&P students only; others by permission of the department. Cross-listed as WRI 745W.

WRI336W
Prose Practicum (1)
Study and analysis of selected literary and compositional issues and elements with Naropa faculty and visiting faculty. Topics may cover a wide range of subject matter and methods in prose and vary from semester to semester. These may include, but are not limited to works of literature, forms of composition, literary history, writing practice (including prose, poetry and translation), literary criticism, as well as film and media studies. Cross-listed as WRI746W.

WRI337W
Writer’s Practicum (1)
Study and analysis of selected literary and compositional issues and elements with Naropa faculty and visiting faculty. Topics may cover a wide range of subject matter and methods in writing and vary from semester to semester. These may include, but are not limited to works of literature, forms of composition, literary history, writing practice (including prose, poetry and translation), literary criticism, as well as film and media studies. Cross-listed as WRI747W.

WRI340
Literature Seminar: Women Writers, Open Texts (3)
An examination of the works of women writers who write what poet Lyn Hejinian calls “open texts,” that is, prose, poetry, creative nonfiction, and hybrid works that are open to the world and to the reader, invite participation, foreground process, resist reduction, and examine authority. We look at these works in their own right as well as in relation to the literary movements of the time. Cross-listed as WRi640.

WRI343W
Poetry Practicum (1)
Study and analysis of selected literary and compositional issues and elements with Naropa faculty and visiting faculty. Topics may cover a wide range of subject matter and methods in poetry and vary from semester to semester. These may include, but are not limited to works of literature, forms of composition, literary history, writing practice (including prose, poetry, and translation), literary criticism, as well as film and media studies. Cross-listed as WRI643W.

WRI347
Literature Seminar: Kerouac’s Road (3)
In this class, we examine selected primary texts of Kerouac’s narrative canon (what he called the Vanity of Duluth), as well as his first novel and primary critical and personal biographies and oral history. His letters and journals are also included. Through these varied filters we come to a better understanding of his compositional techniques, spiritual, and emotional make-up and, ultimately, Kerouac’s place in the context of his time and in the gallery of American letters. We probe beyond the myth of the namesake of the Kerouac School, until he reveals himself through his multidimensional life and work. Cross-listed as WRi647.

WRI349
Literature Seminar: Classic Modernism (3)
In this survey course, we read and discuss many of the great innovations in literary style and composition in prose and verse in the period between 1910 and 1930. Writers include Gertrude Stein, Ezra Pound, Jean Toomer, T. S. Eliot, William Carlos Williams, James Joyce, Langston Hughes, and Marianne Moore. The final third of the term is spent on a close reading of Joyce’s Ulysses. Accompanying the primary texts are essays by the above authors and others on specific features of modernist poetry and narrative. Requirements include response papers and a substantial final paper on some aspect(s) of Ulysses. Open to W&L and W&P students only; others by permission of the department. Cross-listed as WRi649.

WRI350
Literature Seminar: Midnight Angels (3)
Students study the history of the Beat Generation with special attention to the writings of Allen Ginsberg, Jack Kerouac, Gregory Corso, William Burroughs, Diane di Prima, Amiri Baraka, Joanne Kyger, Lawrence Ferlinghetti, Bob Dylan, Anne Waldman, Philip Whalen, Alan Watts, Michael McClure, Gary Snyder, and others. The class thoroughly investigates the provocative essence and force of Beat literature. Students write their own visions in the multiple forms of these singular and enduring writers. Open to W&L and W&P students only; others by permission of the department. Cross-listed as WRi650.

WRI356
Literature Seminar: Points of Departure (3)
The course covers modern literary works that are either groundbreaking or intensely reflective of their moment. We read an expansive selection of texts. The majority of class time is spent discussing the current text, and there are four critical papers covering race and gender, as well as social and cultural breakthroughs. In addition, there are video presentations of selected works. Open to W&L and W&P students only; others by permission of the department. Cross-listed as WRi656.

WRI360
Writing Poetry: Only the Narrow Present Is Alive (3)
We do weekly readings in poetry and poetics and consult the poets’ voices in the Kerouac School audio archive. Our choice of source materials depends on our collective background, needs, and inclinations. These materials inform our weekly writings. Is the poem given by the world, or is the world given by the poem? Find out. Open to W&L students only; others by permission of the department.

WRI363
Reading and Writing: Literatures of Exile and Diaspora (3)
An opportunity to engage with fiction, poetry, and critical texts regarding exile and diaspora, with an emphasis on the mid-twentieth century to the present time. Thematic enquires through reading and writing engage the relationship of characters and subjects to national and regional space, terrain, and borderlands, as well as questions of displacement and belonging. Aesthetic enquiries on what happens to language and the
intactness (or not) of form in literatures engage a continuum of voluntary
and involuntary trajectories. Readings and research provide a political,
historical, and cultural context for literary work covered. As writers, students
create work that engage, and extends the themes and aesthetics of the
reading assignments.

WR1364
Reading and Writing: Passage in Prose (3)
Marking passage from childhood to adulthood provides great fodder
for fiction. Often, the initiation involves a journey from home, a sexual
awakening, or very simply, a recognition that a larger world exists beyond
that of the child’s. Using childhood memory as a springboard for fiction,
we write and explore coming of age stories, using as guides works by
writers like Joyce, Morrison, Hurston, and Kingston. Open to W&L students
only; others by permission of the department.

WR1365
Reading and Writing: Experimental Women Writers (3)
Experimental women writers question the role of gender in poetic practice,
while challenging the idea of “feminine” forms, and, in the words of lyn
Heijnan, “rejecting closure.” This course examines women writers, such as
Rosmarie Waldrop and Heijnan, and how they investigate the margins of
their condition while participating in the center of the poetic. We explore
language and meaning; the nature of subjectivity, persona, and self; as
well as the feminine, the body, and community. All genders welcome.

WR1366
Reading and Writing: Fade to Black (3)
An exploration of plot and character development in the works of noir
nonfiction, fiction, or screenplays, such as Wolff’s memoir, This Boy’s Life,
Mason’s Shiloh, and in Baer’s Kiss Me, Judas. The course also explores
the adaptation of novels into screenplays through one of the many examples
in the noir genre (for example, Carin’s novel, Double Indemnity and the
film by Wilder and Chandler). Students explore these issues through both
creative and critical written responses.

WR1367W
Writer’s Practicum: Designing a Writing Workshop (2)
This professional training practicum instructs writing students in the skills
necessary for conceiving, organizing, and teaching writing workshops on
two levels: public schools and colleges. The course covers the goals and
methods of creating a syllabus and course description, recognition and
evaluation of student writing abilities, and relating the writing workshop to
existing curriculum. Techniques for working within school systems is stressed,
along with how to stay happy and productive as a writer. Students design
and submit two syllabi. Open to W&L and W&P students only; others by
permission of the department. Cross-listed as WR1608W.

WR1375
Writing Poetry: Wild Form (3)
Jack Kerouac coined the term “wild form” to refer to poems that emerge
from spontaneous unbridled states of mind. This course extends the
implications by examining poetry’s relationship to archaic or primitive
thought, and to the self-regulating ecosystems of wild nature. We write
poetry weekly, exploring perception, intuition, clear vocabulary, and forms
free of pre-set assumptions. We examine ancient poetries as well as the
vocabulary of modern poetics in order to enrich each other’s poems.

WR1377
Trends in Contemporary Literature: Introduction to Critical Theory (3)
The class aims at developing our understanding of basic issues in
contemporary literary theory. Readings are taken from continental
philosophy, anthropology, linguistics, literary criticism, psychoanalytic
theory, and gender and ethnic studies. Open to W&L and W&P students
only; others by permission of the department. Cross-listed as WR1677.

WR1380
Eco-Lit (3)  
Eco means house: our larger house has come to be the whole global
ecology, in detail. Students study and write poetry and prose, as well as
unclassifiable experiments and collaborations that tend to direct attention
to surroundings, especially “nature.” Course includes a wide range of
authors, from Thoreau to Annie Dillard, Oripingalk–the Inuit songster to
Rachel Carson and Stephen Jay Gould, Mba Shole to Gary Snyder. We
try to discover and invent new ways of representing nature’s rich variety in
language. Open to W&L and W&P students; others by permission of the
department. Cross-listed as WR1722.

WR1382
Letterpress Printing: The Well Dressed Word (3)
This course introduces students to letterpress printing using the facilities
in the Harry Smith Print Shop. Students are instructed in basic techniques
as well as in the proper use of materials. Students also learn about basic
design principles and the history and aesthetics of fine printing. Course
requirements include working on a letterpress-printed project, weekly
readings, and some written assignments, and participation in group
critiques and tasks. Open to W&L and W&P students only; others by
permission of the department. Materials fee. Cross-listed as WR1602.

WR1383
Letterpress Printing: First Impressions (3)
As writers, the practice of setting movable type and printing texts by
hand is an invaluable aesthetic and practical resource. This class
explores letterpress printing from the writer’s point of view, bringing
literary considerations to those of typography, bookmaking, visual design,
and layout. As writers and printers, students investigate the letterpress
possibilities for poetry and fiction through the production of broadsides,
postcards, and a limited-edition chapbook. Open to W&L and W&P
students only; others by permission of the department. Materials fee. Cross-listed as WR1603.

WR1385
Reading and Writing: Close Readings in Surrealism and Dada (3)
An introduction to the basic premises of Surrealism and Dadaism. This
course excavates these influential literary movements through close
readings of significant, albeit often neglected, practitioners, such as Aimé
Cesairé, Leonora Carrington, Remedios Varo, and Else von Freytag-
Loringhoven. The course includes an orientation to the ideas of Surrealism
and Dadaism with close attention to how these ideas were interpreted
and exploited by a variety of artists, especially in relation to how these
movements moved from a centralized European and masculinist orientation.
Students are given the opportunity to try out Surrealist and Dadaist artistic
projects and evaluate the relevance of these movements to the
21st century.

WR1386
Writing Prose: Narrative and Architecture (3)
Architectural form and aesthetics is our resource as we develop different
kinds of spaces in our writing and imagine the movements, passages, and
thresholds that bring those spaces to life. How can we envision narrative
space and structure as a site of unfolding and transformation? What is an
architecture of loss or desire, but also how can we make an architecture to
have encounters we have never had before? This class focuses on “work-
shop” prose works, but also develops a language, through diverse
short readings, with which to speak about the construction of original
spaces and the extension of existing ones. Open to W&L students only;
others by permission of the department.

WR1400
Poetry Workshop: Extending Your Voice (3)
This workshop focuses on creating a poem of extended length. Drawing
inspiration from poets working in the long or series poem form, students
work with various texts including historical, cultural, and contemporary.
Sections of the selected works are read aloud in class to facilitate experimental writing exercises. These provide material to draw from for the weekly assignments that become the student’s longer work. Informed by the works studied, students research a topic and incorporate in-class writing, assignments, and discussion to create their own version of an extended poem. A final portfolio of the completed manuscript is required. Open to W&L students only; others by permission of the department.

**WR1407**
Reading and Writing: Currency of the New Millennium (3)
Currency: a medium of exchange; the quality or state of belonging to the present time. An examination of the currency of young experimental poets in the new millennium. Students develop lines of inquiry while focusing on books published after the year 2000. What do these writers value? How do they negotiate the role of the author? What are their influences? How do they push beyond them? And how does this affect students as writers in the 21st century?

**WR1408**
Literature Seminar: Beatnik 101 (3)
An interdisciplinary introduction to Naropa lineages and American culture. Novelists/memoirists W.S. Burroughs, Joyce Johnson, Jack Kerouac; poets Diane DiPrima, Ginsberg, Corso; artists Joan Brown, and Bruce Conner of art and films are the artistic focus. Steven Taylor’s punk music memoir False Prophets updates artistic strategies for survival by both men and women in America’s sociopolitical climate in the 1950s through the 1990s. Social class and gender are covered. Students keep a folder of poetry and prose assignments and write a research essay. Techniques for character and narrative development in fiction, poetry, and nonfiction are stressed. Open to W&L students only; others by permission of the department.

**WR1410**
Writing Poetry: Writing the Poems (3)
This is a workshop, i.e., a place of production, where constructive advice on, and criticism of, the works produced by the participants is given both by the instructor and the participants. While producing new and original work, the participants acquire a sense of how to talk about—own their own and others’ poetic writings. Materials include poetry and considerations of poetry, and we look at and discuss the work of both modern and postmodern authors along with participants’ writing. Open to W&L students only; others by permission of the department.

**WR1412W**
Poetry Practicum (1)

**WR1419**
Reading and Writing: Exploring Your Source (3)
Concentrating on the radically divergent poetics of several poets and writers culled from a wide swath of history, class work includes reading and discussion of both selected and critical texts, research on the lives of the writers, and writing our own works inspired and informed by these discoveries. Participation involves investigation into and discourse on the importance of each writer’s life situation, cultural milieu, literary genre, historical context, geography, and place among his or her contemporaries. By exploring the works of these writers in conjunction with and in relation to their biographical particulars, students develop their own independent writing methods and the skills to respond fully as poets creating in their own historical consequence.

**WR1428**
Writing Fiction (3)

**WR1429**
Contemplative Poetics (3)
This course explores writing as a contemplative practice joining mindful attention with imaginative letting-go. We explore the meeting of Buddhist and Asian meditative and aesthetic traditions with examples of the poetics of the U.S. and European literary tradition, and the particular way in which their meeting took place at Naropa University. Reading emphasizes modern and contemporary U.S. poetics and the teachings of Chogyam Trungpa Rinpoche, and others on dharma art and contemplative poetics. Course work includes substantial sitting meditation, reading and discussion, and weekly creative writing exercises. Open to W&L and W&P students only; others by permission of the department. Cross-listed as WR1739.

**WR1431**
The Art of the Essay (3)
“Myself,” said Montaigne, “am the groundwork of my book.” An essay is a foray into such groundwork to produce personal or formal inquiries and assessments of any given topic, whether about hunting elephants, the death of a moth, or girls in Des Moines. In this course we both read and write short prose works encompassing autobiography, memoir, travel sketches, and book reviews, demystifying and engaging a process that produces provocative and entertaining literature. Writers we look at may include Didion, Orwell, Baldwin, and Woolf. Open to W&L and W&P students only; others by permission of the department. Cross-listed as WR1725.

**WR1433**
Literature Seminar: Tracks Along the Left Coast (3)
West Coast writings, particularly those of California, of the twentieth century. A look at Pacific Rim culture, its unique geographic situation, Native American background, and the mix of Hispanic, Asian, Anglo, and African American settlers. Then to focus on three distinct but overlapping literary scenes: San Francisco Renaissance, West Coast Beat, and Language poetry. Bay Area arts hold a distinct flavor—jazz, rock, Zen, Gnosticism, letterpress printing, camp, and collage. Readings include Indian song, haiku by Japanese American internees of WW II detention camps, and writers de Angelo, Snyder, Scalapino, Helen Adam, Duncan, Hejinian, Mackey. Each student writes three papers and makes one classroom presentation. Open to W&L and W&P students only; others by permission of the department. Cross-listed as WR1633.

**WR1436**
Trends in Contemporary Literature: Introduction to Feminist Theory (3)
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? The 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 W&L and W&P students only; others by permission of the department. Cross-listed as WR1736.

**WR1440**
Literature Seminar: The Reflexive Novel (3)
In this course we will read short stories and novels with a special attention to the reflexive style and structure of their narrative. Beginning with Plato’s distinction between mimetic (showing) and diegetic (telling) presentations, we will examine the complications for reading offered when the telling of the story itself becomes a dynamically ambiguous aspect of the work’s overall effect and sense of meaning.

**WR1443**
Practice of Translation (3)
This is a workshop based on the idea that “translation” equals “transformation.” How do the choices we make in vocabulary, style, conceptual approach, when we write anything at all, “translate our thoughts into words,” affect the result? How do we know that the literature in translation is an accurate reflection of the original? Can translated literature ever reach the aesthetic and emotional immediacy of texts we are able to read in their original (or “our”) language? These are some of the questions we examine while also attempting to create our own translations. Open to W&L and W&P students only; others by permission of the department. Cross-listed as WR1629.
WR1445
Reading and Writing: Writing with Shakespeare (3)
A reading and writing course involving a selection of the poems and plays of William Shakespeare while keeping a serial creative writing project in verse, prose, or mixed genre sections developing with these readings throughout the semester. The writing project can take any number of possible directions and styles, and should pick up on various dramatic and linguistic stimuli from our readings as it grows. Works may include Complete Sonnets and Poems, Midsummer Night’s Dream, Henry IV, Part One, Hamlet, Troilus and Cressida, King Lear, Pericles, The Tempest. Poems include “Venus and Adonis,” “The Phoenix and the Turtle,” and a selection of sonnets. Weekly writing toward the final creative project and a final critical paper required.

WR1446
Reading and Writing: American Beauty (3)
This workshop is for those who want to write better. The student’s prose is the focus for half of each workshop. To improve awareness and provide subject matter, we examine social class in American fiction. Drawing on such authors as Lorrie Moore, Charles Bukowski, Grace Paley, Richard Brautigan, Ray Carver, Jhumpa Lahiri, A.M. Homes, and others, the course demonstrates how race, gender, and age impact the writer, his or her works, and class. The American social lie of a classless society undergoes loving scrutiny and high hilarity. Open to W&L students; others by permission of the department.

WR1450
Literature Seminar: Radical Prosody (3)
Prosody is the study of verse structure through its phonic, rhythmic, and semantic elements. Syllable and sound, syntax and grammar, form and meaning all interact within the weave of poetic “making.” In this course we begin to see and feel the ways in which poetry written in English has gone about patterning linguistic elements and artfully drawing attention to imaginative rhythmic expression. We track the most important prosodic innovations that have revolutionized poetic form and content over the past five hundred years in British and American poetry. Requirements include response papers and a substantial final paper. Open to W&L majors and MFA W&P students only; others by permission of the department. Cross-listed as WRI750.

WR1475
BA Final Manuscript and Thesis Course (3)
As the culminating graduation requirement of the W&P department, each candidate must complete a manuscript of creative work (25–30 pages) representing the best of their workshop writing at Naropa and a critical thesis, a work of original scholarly research (15–20 pages). This course serves as a workshop for these final projects, with special attention to the critical thesis, offering structure and critique for its planning, drafting and revisions. Open to W&L students in their final semester.

WR1481
Project Outreach (2–3)
This course sends students into local schools, retirement homes, shelters, at-risk youth groups, and so on, to lead creative writing sessions. A portion of the weekly class times occurs in these community settings. Field logistics, practice writing experiences, teaching techniques, and field experiences are discussed. Students act as literary activists, teaching and lending inspiration in the “real world.” Open to W&L and W&P students; also to others by permission of the department. Cross-listed as WRI781.
The MFA in Creative Writing is a low-residency 49-credit degree program. Courses are taken online during the regular academic year, and 16 credit hours of the Summer Writing Program (spread out over two or three summers) are completed at Naropa University's Boulder campus. The curriculum balances online writing workshops and literature seminars. Technical support is provided. Students are part of a community from all over the country and overseas as well.

Low-residency students typically enroll for 6 credit hours per semester to realize their degree in three years or less and to qualify for financial aid. If students do receive financial aid, they must enroll for 9 credit hours during one academic semester over the course of their degree.

Concentrations
While the low-residency MFA program in Creative Writing offers courses and workshops in poetry and prose, students do not commit to a concentration. Those who wish to devote more focus to a particular form are urged to apply to the residential MFA Writing & Poetics program.

MFA in Creative Writing Requirements
Summer Writing Program: 16 credits
Two four-week summer semesters (or some combination totaling 16 credits) are completed at Naropa’s Boulder campus.

WR1651–654 Summer Writing Program I [8]
WR1751–754 Summer Writing Program II [8]
SUBTOTAL 16

Writing Workshops: 9 credits
Writing workshops require regular submissions of original work for critique and editing. Courses include reading and online discussion of modes of composition. Workshop participation encourages student peer critique and develops editing skills and an informed vocabulary.

WR1600e Literature Seminar: Midnight Angels [3]
WR1625e Creative Reading and Writing: Dramatic Measures [3]
WR1637e Practice of Fiction: Characterization/Monologue [3]
WR1639e Practice of Poetry: Great Companions [3]
WR1641e Practice of Fiction: Sculpting Prose [3]
WR1667e Creative Reading and Writing: Inspired by Inspiration [3]
WR1668e Practice of Fiction: Toward Accumulating a Larger Text [3]
WR1669e Creative Reading and Writing: Collaborations, Crossings, and Collisions [3]
WR1688e Literature Seminar: Kerouac's Road [3]
WR1765e Practice of Fiction: Flash Fiction, Make It New [3]
WR1785e Practice of Fiction: Building Blocks [3]
WR1790e Creative Reading and Writing: Investigative Poetics [3]
WR1792e Book Matters: An Introduction to Publishing [3]
WR1793e Special Topics in Writing & Poetics [3]
SUBTOTAL 9

Literature Courses: 9 credits
Literature seminars focus on the works of particular authors, literary history, and culture, as well as contemporary trends in literary theory. They are titled Literature Seminar, Creative Reading and Writing, and Trends in Contemporary Literature. All literature courses require critical papers in standard academic format.

WR1634e Literature Seminar: One’s Own Language [3]
WR1667e Creative Reading and Writing: Inspired by Inspiration [3]
WR1688e Literature Seminar: Kerouac’s Road [3]
WR1736e Trends in Contemporary Literature: Introduction to Feminist Theory [3]
WR1788e Creative Reading and Writing: The Art of Nonfiction [3]
WR1790e Creative Reading and Writing: Investigative Poetics [3]
WR1793e Special Topics in Writing & Poetics [3]
SUBTOTAL 9

Final Manuscript: 6 credits
In their last semester, MFA students submit a final manuscript consisting of a creative manuscript and a critical thesis. Additional information about the final manuscript is available in the Writing & Poetics office.

WR1880e Final Manuscript
SUBTOTAL 6

Elective Requirement: 6 credits
Students can choose from the array of online courses offered by other departments at Naropa University. For those students who can attend class at Naropa, we also offer the following weekend electives, each for 1 credit. These classes can include in-resident undergraduate and graduate students and low-residency graduate students.

WR1612W Poetry Practicum (1)
WR1643W Poetry Practicum (1)
WR1746W Prose Practicum (1)
WR1747W Writer’s Practicum (1)
SUBTOTAL 6

Contemplative Requirement: 3 credits
WR1680e Mind Moving [3]
SUBTOTAL 3

TOTAL CREDITS 49

MFA In Creative Writing Course Descriptions

WR1600e Literature Seminar: Midnight Angels [3]
This course covers the history of the Beat Generation with special emphasis on the writings the writers this phenomenal era produced. Students use as models Allen Ginsberg, Jack Kerouac, Gregory Corso, William Burroughs, Neal Cassady, Peter Orlovsky, Diane Di Prima, John Wieners, Amiri Baraka, Joanne Kyger, Lawrence Ferlinghetti, Lew Welch, Lenore Kandel, Philip Whalen, Bob Kaufman, Michael McClure, Gary Snyder, and others. Students come to understand the provocative nature and durability of Beat literature. They write poems and short fiction, complete reading assignments, participate in discussions, write in-class assignments, and critique other students’ work.

WR1612W Poetry Practicum (1)
Open to W&P MFA students only. Cross-listed as WR1412W.
WR1625e
Creative Reading and Writing: Dramatic Measures (3)
For prose writers who want to achieve familiarity with dramatic structure, and for dramatists looking to infuse more lyricism into their work. The course explores the singular demands of dramatic writing, determining the form in which a story can be most effectively presented. Revealing character through action and the dynamics of dialogue, as well as what constitutes a scene. There are five weeks devoted to writing the stage and ten weeks on writing for the screen. At the end of the course, each writer possesses a much stronger command of their craft. WR1625 is open to W&P MFA students only. WR1625e is open to W&P MFA Creative Writing (low-residency) students only.

WR1634e
Literature Seminar: One’s Own Language (3)
We work with the basic elements of language: sound, vowels and consonants, letters, syllables, words and etymologies, symbols, translation, rhyme, and meter. We explore issues such as how to locate the self in the poetry of one’s adult life. Through a structured journey, we navigate from A through Z of One’s Own Language. Elements such as dialogue, harmony, and myth are included. Also rhetoric, speech, and voice. We call upon the collective wisdom of the canon of world poetry. Open to W&P MFA Creative Writing (low-residency) students only.

WR1637e
Practice of Fiction: Characterization/Monologue (3)
The speaking voice and the telling/mood are the basis for the writing that students do in this online class. We work on creating and presenting characters, using the monologue format. Improvisation and exercises are directed toward arriving at text. We read or watch performances on videotape by writers/performers who excel at creating characters on paper. The focus throughout is to move from the voice onto the page. Ultimately, the principle focus is the creation of characters who prove their reality by telling their own story or revealing their true essence through speech.

WR1639e
Practice of Poetry: Great Companions (3)
The focus of this workshop is poetic lineage, imitation, and influence. We look at specific examples (Allen Ginsberg and William Blake, Frank O’Hara, Bernadette Mayer, etc.), as a starting point for discussions. Our goal for the semester is to focus on student poetry as much as possible. We also introduce the ideas of lineage and influence in poetry, and trace lineages in one’s own work, and give students an opportunity to present their own work to the class for discussion. Another objective is to make use of electronic sources as a way of keeping up with current trends in poetry. Open to W&P MFA Creative Writing (low-residency) students only.

WR1641e
Practice of Fiction: Sculpting Prose (3)
This course explores the demands of narrative writing. We examine the overall structure of the work we create, focusing on beginnings, endings, and effective development. Sculpting Prose functions as an online workshop. Work is generated, assessed, and revised with the goal of realizing material that has been honed to its most effective degree. The paramount focus is on the writing itself. Open to W&P MFA Creative Writing (low-residency) students only.

WR1643W
Poetry Practicum (1)
Open to W&P MFA students only. Study and analysis of selected literary and compositional issues and elements with Naropa faculty and visiting faculty. Topics may cover a wide range of subject matter and methods in poetry and vary from semester to semester. These may include, but are not limited to, works of literature, forms of composition, literary history, writing practice (including prose, poetry, and translation), literary criticism, as well as film and media studies. Cross-listed as WR1343W.

WR1667e
Creative Reading and Writing: Inspired by Inspiration (3)
The focus of this class is to write using the study of the work of five international and five American women poets. The poets included come from extremely divergent situations and geographies and work in styles substantially different from one another. We look at each poet’s bio and discuss how it is reflected in their poetics as a starting point to understanding the poet’s work. The students study the poems and consider how they can expand their own work by using the genre and direction of the poet upon whom we are focused. Open to W&P MFA Creative Writing (low-residency) students only.

WR1668e
Practice of Fiction: Toward Accumulating a Larger Text (3)
The focus of this class is on accruing, through episodes and exercises, the first draft of a larger text, a novel or novella. The work begins in this class and moves through outlines and specifics toward the first draft of a book length manuscript. Note: We will not be working with novels you may already have in progress. It is essential that everyone in the class be working simultaneously with the same specific underlying principles. Required books will be on the syllabus and announced at the first class.

WR1669e
Creative Reading and Writing: Collaborations, Crossings, and Collisions (3)
What happens when you open up your work to another mind, or two or three? We explore possibilities for collaborations between writer and writer, visual artist, musician, dancer, filmmaker, set designer; the possibilities are endless. Through examining collaborations by contemporary writers, we explore collaboration theory and practice in order to apply it to our own work. In addition to exploring various forms of collaboration with classmates, students embark on a project in their home community. With a member of the community, the student engages in a collaboration of his or her choice, culminating in a public and class presentation during the final two weeks of the semester. Open to W&P MFA Creative Writing (low-residency) students only.

WR1677e
Trends in Contemporary Literature: Introduction to Critical Theory (3)
The class aims at developing our understanding of basic issues in contemporary literary theory. Readings are taken from continental philosophy, anthropology, linguistics, literary criticism, psychoanalytic theory, and gender and ethnic studies. Open to W&L and W&P students only; others by permission of the department. Cross-listed as WR1377.

WR1680e
Mind Moving (3)
Mind Moving explores contemplative practices in prose and poetry. Journals, experimental verbal collages, montages, and works with multiple points of view are investigated, as is the compassionate characterization used by prose writers. The Buddhist appropriations and assimilations of 20th century experimental writers are primary; the course also covers relevant Buddhist and cultural history connected to these writers. Critical responses and artistic portfolio will be required. Guided meditation is provided. This course fulfills the contemplative requirement. Open to W&P MFA Creative Writing (low-residency) students only.

WR1688e
Literature Seminar: Kerouac’s Road (3)
In this class, we examine selected, primary texts of Kerouac’s narrative canon (what he called the Vanity of Duluzo), as well as his first novel and primary critical and personal biographies and oral history. His letters and journals are also included. Through these varied filters we come to a better understanding of his compositional techniques, spiritual, and emotional make-up and, ultimately, Kerouac’s place in the context of his time and in the gallery of American letters. We probe beyond the myth of the namesake of the Kerouac School, until he reveals himself through his multidimensional life and work.
Trends in Contemporary Literature: Introduction to Feminist Theory (3)
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? The 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 W&L and W&P students only; others by permission of the department. Cross-listed as WRI436.

Prose Practicum (1)
Study and analysis of selected literary and compositional issues and elements with Naropa faculty and visiting faculty. Topics may cover a wide range of subject matter and methods in prose and vary from semester to semester. These may include, but are not limited to works of literature, forms of composition, literary history, writing practice (including prose, poetry and translation), literary criticism, as well as film and media studies. Cross-listed as WRI336W.

Writer’s Practicum (1)
Study and analysis of selected literary and compositional issues and elements with Naropa faculty and visiting faculty. Topics may cover a wide range of subject matter and methods in writing and vary from semester to semester. These may include, but are not limited to works of literature, forms of composition, literary history, writing practice (including prose, poetry and translation), literary criticism, as well as film and media studies. Open to W&L and W&P students only. Cross-listed as WRI337W.

Practice of Fiction: Flash Fiction, Make It New (3)
The spirit of the experiment has been central to American literature. In this workshop on flash fiction, we examine some unusual structures and approaches for writing short-shorts. There are many techniques and approaches from poetry that can be applied to writing micro-fiction. We experiment with some of these.

Practice of Fiction: Building Blocks (3)
Concentrates on short works/pasages from various authors and/or view short video segments for assignments on specific skills: dialogue, characterization, scene work, narration, and point of view during the first half of every class. For the second half of each class, students bring their writing for comments and/or critiques. Work by Alice Munro, Quentin Tarrantino, Lorrie Moore, David Mamet, Jhumpa Lahiri, and others used. Critique skills are taught. Written critical feedback is required from students and instructor on student writing. Goals: Get past second drafts; 35 pp. or 1/3 of your final ms. Recommended for first-semester students. Open to W&P MFA Creative Writing (low-residency) students only.

Creative Reading and Writing: The Art of Nonfiction (3)
Where does fact meet fiction, reportage meet poetry? In explorations that deepen our understanding of the possibilities for ourselves as nonfiction writers, we come together in workshops to write, read, and discuss memoir, travel writing, nature writing, food writing, history, diaries, criticism, and hybrid forms. We also consider how to assemble a nonfiction book proposal. Readings may include book-length and shorter works by Diana Athill, Alan Bennett, Truman Capote, Gerald Durrell, and Edmund White, as well as selections from John D’Agata’s Next American Essay. Open to W&P MFA Creative Writing (low-residency) students only.
The MFA in Writing & Poetics is a two-year, 49-credit graduate degree, which can also be taken part-time over three or four years. The program has a curriculum that balances writing workshops with literary studies. This reflects the department’s conviction that creative writing, reading, and critical analysis must be involved in a writer’s growth. Attendance at two Summer Writing Programs is required of all students for completion of the MFA degree. See the Summer Writing Program section for more information.

On applying to the Master of Fine Arts program, students select a prose, poetry, or translation concentration, but may take workshops in any concentration. This selection is required because it helps students focus on one of three categories of composition in the time that they are in the program. First-semester writing courses must reflect the concentration, i.e., poetry concentration, poetry workshop.

POETRY CONCENTRATION

MFA poetry workshops involve an intensive engagement with verse composition. Workshop writing may include Western and non-Western models, e.g., the ballad, sonnet, ode, haiku, haibun, prose poem, as well as the many possibilities of free verse and work with mixed genres. Courses include readings and discussion of modes of composition.

PROSE CONCENTRATION

MFA prose workshops examine techniques of traditional and postmodern fiction and creative prose. Basic strategies for monologue, dialogue, point of view, characterization, scene construction, description, and narrative structure are explored and assigned for practice. In prose workshops, long and short fiction, memoirs, autobiographical prose, dramatic writing, and film are used to illustrate narrative technique. Workshops encourage student peer critique, develop editing skills, and provide an informed vocabulary for group discussion.

TRANSLATION CONCENTRATION

Students electing this concentration must take two Practice of Translation workshops and one other workshop in either the poetry or prose concentrations. The MFA translation workshops examine both the practical and theoretical aspects of translation. Course work may include various exercises in translation, explanation, imitation, and mistranslation. Generally, in each course a student focuses on a sustained translation from a particular author, language, or historical period. Readings include significant historical essays as well as work by recent and contemporary writers who study and practice translation. In every instance the concern is the production of literary translations of poetry, fiction, or essays.

MFA in Writing & Poetics Requirements

The Master of Fine Arts in Writing & Poetics requires a total of 49 credit hours distributed among the following courses:

Summer Writing Program: 16 credits
WR1651–654  Summer Writing Program I (8)
WR1751–754  Summer Writing Program II (8)
SUBTOTAL  16

Writing Workshops: 9 credits
WR1614  Creative Reading and Writing: Memoir/Anti-Memoir (3)
WR1618  Practice of Poetry: Migrant Metaphors (3)
WR1620  Practice of Poetry: Composition and Critique (3)
WR1623  Creative Reading and Writing: Writing with Shakespeare (3)
WR1625  Creative Reading and Writing: Dramatic Measures (3)
WR1629  Practice of Translation (3)
WR1660A  Practice of Poetry: Nature Poetry for the 21st Century (3)
WR1660B  Practice of Poetry: The Prose Poem (3)
WR1664  Practice of Poetry: The Poetic Journal (3)
WR1670  Practice of Poetry: Word for Word, Line by Line (3)
WR1671  Practice of Fiction: Building Blocks (3)
WR1673  Creative Reading and Writing: Food as Metaphor (3)
WR1675  Creative Reading and Writing: Memory and Matter (3)
WR1710  Practice of Poetry: Your Works (3)
WR1715  Practice of Poetry: Poetry Workshop (3)
WR1720  Practice of Prose: Experimental Prose (3)
WR1723  Practice of Prose: Creative Nonfiction (3)
WR1725  The Art of the Essay (3)
WR1731  Creative Reading and Writing: Sequences (3)
WR1739  Contemplative Poetics (3)
WR1756  Mind Moving (3)
WR1758  Practice of Poetry: Investigative Poetics (3)
WR1762  Creative Reading and Writing: Literatures of Exile and Diaspora (3)
WR1763  Creative Reading and Writing: Notes on Architecture (3)
WR1770  Practice of Poetry: Hybrid Forms (3)
WR1771  Practice of Fiction: Postmodern Prose (3)
WR1773  Creative Reading and Writing: Cross-Cultural Writing Practices (3)
WR1793  Special Topics in Writing & Poetics
SUBTOTAL  9

Literature Courses: 9 credits
These examine a single writer’s work, specific topics in literary history, or encompass a survey of historical or theoretical orientations, and require critical papers in standard academic format.

WR1614  Creative Reading and Writing: Memoir/Anti-Memoir (3)
WR1623  Creative Reading and Writing: Writing with Shakespeare (3)
WR1625  Creative Reading and Writing: Dramatic Measures (3)
WR1629  Practice of Translation (3)
WR1633  Literature Seminar: Tracks Along the Left Coast (3)
WR1640  Literature Seminar: Women Writers, Open Texts (3)
WR1647  Literature Seminar: Kerouac’s Road (3)
WR1649  Literature Seminar: Classic Modernism (3)
WR1650  Literature Seminar: Midnight Angels (3)
WR1656  Literature Seminar: Points of Departure (3)
WR1662  Creative Reading and Writing: Happy Days (3)
WR1675  Creative Reading and Writing: Memory and Matter (3)
WR1677  Trends in Contemporary Literature: Introduction to Critical Theory (3)
WR1718  Literature Seminar: The Cantos of Ezra Pound (3)
WR1722  Eco-Lit (3)
WR1725  The Art of the Essay (3)
WR1731  Creative Reading and Writing: Sequences (3)
WR1736  Trends in Contemporary Literature: Introduction to Feminist Theory (3)
The Writing & Poetics Department offers the following electives:

- **WR1602** Letterpress Printing: The Well Dressed Word (3)
- **WR1608W** Writer’s Practicum: Designing a Writing Workshop (2)
- **WR1612W** Poetry Practicum (1)
- **WR1643W** Poetry Practicum (1)
- **WR700** Writing Pedagogy Seminar: Composition and Writing Center Theory (3)
- **WR1702W** Poetry Practicum: Small Press (1)
- **WR1745W** Poetry Practicum: Haiku, Linked Verse, and the Bioregion (1)
- **WR1746W** Prose Practicum (1)
- **WR1747W** Writer’s Practicum (1)
- **WR781** Project Outreach (2-3)

**Electives: 6 credits**

Students have ample choice to fulfill the 6-credit elective requirement and may choose courses from a wide range of offerings. The Writing & Poetics Department offers the following electives:

- **WR1602** Letterpress Printing: The Well Dressed Word (3)
- **WR1608W** Writer’s Practicum: Designing a Writing Workshop (2)
- **WR1612W** Poetry Practicum (1)
- **WR1643W** Poetry Practicum (1)
- **WR700** Writing Pedagogy Seminar: Composition and Writing Center Theory (3)
- **WR1702W** Poetry Practicum: Small Press (1)
- **WR1745W** Poetry Practicum: Haiku, Linked Verse, and the Bioregion (1)
- **WR1746W** Prose Practicum (1)
- **WR1747W** Writer’s Practicum (1)
- **WR781** Project Outreach (2-3)

**SUBTOTAL 6**

**Contemplative Requirement: 3 credits**

There are a variety of courses available that satisfy this requirement, including, but not limited to, t’ai-chi ch’uan, sitting meditation, aikido, ikebana, sumi brushstroke, thangka painting, and yoga. Each of these disciplines provides training in an art form that cultivates mindful awareness.

The Writing & Poetics Department offers the following 3-credit contemplative courses:

- **WR1739** Contemplative Poetics (3)
- **WR1756** Mind Moving (3)

**SUBTOTAL 3**

**Final Manuscript: 6 credits**

In their last semester, MFA students submit a final manuscript, consisting of a creative manuscript fulfilling the minimum page requirements for the concentration in which the student is registered, and a critical thesis. Additional information about the final manuscript and extended manuscript is available in the Writing & Poetics office.

- **WR1880** Final Manuscript (6)
- **WR1881** Extended Manuscript (0.5)

**SUBTOTAL 6**

**TOTAL CREDITS 49**

**MFA in Writing & Poetics Course Descriptions**

**WR1602** Letterpress Printing: The Well Dressed Word (3)

This course introduces students to letterpress printing using the facilities in the Harry Smith Print Shop. Students are instructed in basic techniques as well as in the proper use of materials. Students also learn about basic design principles and the history and aesthetics of fine printing. Course requirements include working on a letterpress-printed project, weekly readings, and some written assignments, and participation in group critiques and tasks. Open to W&L and W&P students only; others by permission of the department. Materials fee. Cross-listed as WR1382.

**WR1603** Letterpress Printing: First Impressions (3)

As writers, the practice of setting movable type and printing texts by hand is an invaluable aesthetic and practical resource. This class explores letterpress printing from the writer’s point of view, bringing literary considerations to those of typography, bookmaking, visual design, and layout. As writers and printers, students investigate the letterpress possibilities for poetry and fiction through the production of broadsides, postcards, and a limited-edition chapbook. Open to W&L and W&P students only; others by permission of the department. Materials fee. Cross-listed as WR1383.

**WR1608W** Writer’s Practicum: Designing a Writing Workshop (2)

This professional training practicum instructs writing students in the skills necessary for conceiving, organizing, and teaching writing workshops on two levels: public schools and colleges. The course covers the goals and methods of creating a syllabus and course description, recognition and evaluation of student writing abilities, and relating the writing workshop to existing curriculum. Techniques for working within school systems is stressed, along with how to stay happy and productive as a writer. Students design and submit two syllabi. Open to W&L and W&P students only; others by permission of the department. Cross-listed as WR1412W.

**WR1612W** Poetry Practicum (1)

Open to W&L and W&P students only. Cross-listed as WR1412W.

**WR1614** Creative Reading and Writing: Memoir/Anti-Memoir (3)

In this course we read contemporary memoir: memoir as method of traveling between representations of the self, autobiography that veers from confessionalism, documents that take as their subject the complications of the body (an I) negotiating with a history or family (you are). In our own writing, we try to write an I that is both a conversation with assigned texts and a method to dissolve the assumptions about the making of a self on paper. Open to W&P MFA students only; others by permission of the department.

**WR1618** Practice of Poetry: Migrant Metaphors (3)

The page as territory and the problem of entry and re-entry. In this class, we invent a language to speak about passage: How will we cross into the world we’ve yet to write? How does a line embody the kind of travel that’s not certain? What really happens at a border site, and how can we translate that “event” to the activity of writing? What will you carry with you, writing? This is an effort both transparent (decaying photographs) and solid (objects confiscated in airports): the work of transit. Central to this work: the poetry workshop, augmented by poetics discussions and the occasional experiment. Open to W&P MFA students only.

**WR1620** Practice of Poetry: Composition and Critique (3)

This class focuses on the participants’ own poems, their intentions and realizations, triumphs, disappointments, and creative mistakes. It also attempts to examine and clarify the traditions of which these poems partake, and we read texts pertinent to such an investigation. All This Everyday by Ted Berrigan and Caws & Causeries: Around Poetry and Poets by Anselm Hollo are required reading. Highly recommended is the anthology Postmodern American Poetry, edited by Paul Hoover. Open to W&P MFA students only.

**WR1623** Creative Reading and Writing: Writing with Shakespeare (3)

In this reading and writing course, students read a selection of the poems and plays of William Shakespeare while keeping an ongoing dialogic writing project going throughout the semester. This project can take any number of possible forms and styles, and can pick up on infinite clues,
character facets, and dramatic-linguistic stimuli as it grows. Plays include Antony and Cleopatra, MacBeth, Penciles, Twelfth Night, King Lear, and Cymbeline. Poems include "Venus and Adonis," “The Phoenix and the Turtle” and a selection of sonnets. Open to W&P MFA students only.

**WRI625**

Creative Reading and Writing: Dramatic Measures (3)

For prose writers who want to achieve familiarity with dramatic structure, and for dramatists looking to infuse more lyricism into their work. The course explores the singular demands of dramatic writing, determining the form in which a story can be most effectively presented. Revealing character through action and the dynamics of dialogue, as well as what constitutes a scene. There are five weeks devoted to writing for the stage and ten weeks on writing for the screen. At the end of the course, each writer possesses a much stronger command of their craft. WRI625 is open to W&P MFA students only. WRI625e is open to W&P MFA Creative Writing (low-residency) students only.

**WRI629**

Practice of Translation (3)

This is a workshop based on the idea that “translation” equals “transformation.” How do the choices we make in vocabulary, style, conceptual approach, when we write anything at all, “translate our thoughts into words,” affect the result? How do we know that the literature in translation is an accurate reflection of the original? Can translated literature ever reach the aesthetic and emotional immediacy of texts we are able to read in their original (or “our”) language? These are some of the questions we examine while also attempting to create our own translations. Open to W&L and W&P students only; others by permission of the department. Cross-listed as WRI443.

**WRI633**

Literature Seminar: Tracks Along the Left Coast (3)

West Coast writings, particularly those of California, of the twentieth century. A look at Pacific Rim culture, its unique geographic situation, Native American background, and the mix of Hispanic, Asian, Anglo, and African American settlers. Then to focus on three distinct but overlapping literary scenes: San Francisco Renaissance, West Coast Beat, and Language poetry. Bay Area arts hold a distinct flavor—jazz, rock, Zen, Gnosticism, letterpress printing, camp, and collage. Readings include Indian song, haiku by Japanese American internees of WW II detention camps, and writers de Angelio, Snyder, Scalapino, Helen Adam, Duncan, Hejinian, Mackey. Each student writes three papers and makes one classroom presentation. Open to W&L and W&P students only; others by permission of the department. Cross-listed as WRI443.

**WRI640**

Literature Seminar: Women Writers, Open Texts (3)

An examination of the works of women writers who write what poet lyn Hejinian calls "open texts," that is, prose, poetry, creative nonfiction, and hybrid works that are open to the world and to the reader, invite participation, foreground process, resist reduction, and examine authority. We look at these works in their own right as well as in relation to the literary movements of the time. Cross-listed as WRI340.

**WRI641e**

Practice of Fiction: Sculpting Prose (3)

This course explores the demands of narrative writing. We examine the overall structure of the work we create, focusing on beginnings, endings, and effective development. Sculpting Prose functions as an online workshop. Work is generated, assessed, and revised with the goal of realizing material that has been honed to its most effective degree. The paramount focus is on the writing itself. Open to W&P MFA Creative Writing (low-residency) students only.

**WRI643W**

Poetry Practicum (1)

Study and analysis of selected literary and compositional issues and elements with Naropa faculty and visiting faculty. Topics may cover a wide range of subject matter and methods in poetry and vary from semester to semester. These may include, but are not limited to works of literature, forms of composition, literary history, writing practice (including prose, poetry, and translation), literary criticism, as well as film and media studies. Open to W&L and W&P students only. Cross-listed as WRI343W.

**WRI647**

Literature Seminar: Kerouac’s Road (3)

In this class, we examine selected primary texts of Kerouac’s narrative canon (what he called the Vanity of Duluzoz), as well as his first novel and primary critical and personal biographies and oral history. His letters and journals are also included. Through these varied filters we come to a better understanding of his compositional techniques, spiritual, and emotional make-up and, ultimately, Kerouac’s place in the context of his time and in the gallery of American letters. We probe beyond the myth of the namesake of the Kerouac School, until he reveals himself through his multidimensional life and work. Open to W&L and W&P students only. Cross-listed as WRI347.

**WRI649**

Literature Seminar: Classic Modernism (3)

In this survey course, we read and discuss many of the great innovations in literary style and composition in prose and verse in the period between 1910 and 1930. Writers include Gertrude Stein, Ezra Pound, Jean Toomer, T. S. Eliot, William Carlos Williams, James Joyce, Langston Hughes, and Marianne Moore. The final third of the term is spent on a close reading of Jayce’s Ulysses. Accompanying the primary texts are essays by the above authors and others on specific features of modernist poetry and narrative. Requirements include response papers and a substantial final paper on some aspect(s) of Ulysses. Open to W&L and W&P students only; others by permission of the department. Cross-listed as WRI349.

**WRI650**

Literature Seminar: Midnight Angels (3)

Students study the history of the Beat Generation with special attention to the writings of Allen Ginsberg, Jack Kerouac, Gregory Corso, William Burroughs, Diane di Prima, Amiri Baraka, Joanne Kyger, Lawrence Ferlinghetti, Bob Dylan, Anne Waldman, Philip Whalen, Alan Watts, Michael McClure, Gary Snyder, and others. The class thoroughly investigates the provocative essence and force of Beat literature. Students write their own visions in the multiple forms of these singular and enduring writers. Open to W&L and W&P students only; others by permission of the department. Cross-listed as WRI350.

**WRI656**

Literature Seminar: Points of Departure (3)

The course covers modern literary works that are either groundbreaking or intensely reflective of their moment. We read an expansive selection of texts. The majority of class time is spent discussing the current text, and there are four critical papers covering race and gender, as well as social and cultural breakthroughs. In addition, there are video presentations of selected works. Open to W&L and W&P students only; others by permission of the department. Cross-listed as WRI356.

**WRI660A**

Practice of Poetry: Nature Poetry for the 21st Century (3)

Natural history, Endangered Species Act, eco-poetics, bioregionalism. “The death of nature,” “The end of wilderness.” These should produce poetry in step with the premises of projective verse, field poetics, chance operation, dreamwork, chaos theory—the postmodern discoveries—right? Then why does most nature poetry look so straight, fusty, and antiquarian? We meet in a workshop situation and see how poetry might respond to current thought about metabolism, food chains, and the intertwined...
structures of human and animal psyches. Thirty thousand years ago the artists of Chauvet cave made a cultural breakthrough by responding to the megafauna of Eurasia. What now? Open to W&P MFA students only; others by permission of the department.

**WR1660B**

**Practice of Poetry: The Prose Poem (3)**

In this workshop we read and write prose poems. The prose poem is defined by its length of a quarter page to two pages, its absence of line breaks, and the poetic qualities of its prose, including the use of scenic imagery, narrative disruption, and compressed, irregularly rhythmic syntax. The narrative of a prose poem is often compared to that in dreams, involving sudden shifts of development and evocative tonal and atmospheric shading. Authors include Charles Baudelaire, Arthur Rimbaud, Max Jacob, Gertrude Stein, Bernadette Mayer, Rosmarie Waldrop, Lisa Jarnot, Michael Friedman, and others. Open to W&P MFA students only.

**WR1662**

**Creative Reading and Writing: Happy Days (3)**

An exploration of themes regarding social class and the criminal justice system in American culture. The course demonstrates how social issues and identities are powerful tools for artists and writers in the creation of art, poetry, and fiction. With openness and candor, the course readings deal with historical social and cultural diversity and issues of oppression through American writing. The course examines how writers artistically recognize, signal, and represent peer group formations and organizations, and allows students to explore these themes in their own writing.

**WR1664**

**Practice of Poetry: The Poetic Journal (3)**

A writing workshop. Participants keep daily entries of thoughts, experimental writing, observation, conversation, readings, dreams, and study. Readings in an array of chronicles: Japanese writers including Basho, Sei Shonagon, and Masaoka Shiki; contemporary Americans who have published poetic journals: Joanne Kyger, Hannah Weiner, Lorine Niedecker, Gary Snyder, and others. Questions: What makes a journal shapeless? How have others composed cross-genre work on the edge of poetry, essay, fiction, and autobiography? What does it mean to write with Time as the key element? Is revision of journal entries a crime or a necessity? Participants submit an edited final project of twenty pages, with an introduction. Open to W&P MFA students only.

**WR1670**

**Practice of Poetry: Word for Word, Line by Line (3)**

While this workshop focuses on the participants’ own poems, it also attempts to examine and clarify the traditions of which these poems partake, and to that end we read texts by practicing poets who have written about their work and the work of others in useful ways. These include *All This Everyday* by Ted Berrigan, *Other Traditions* by John Ashbery, and selections from the critical writings of William Carlos Williams, Robert Creeley, Charles Bernstein, and others. Open to W&P MFA students only.

**WR1671**

**Practice of Fiction: Building Blocks (3)**

This course concentrates on short works and passages from various authors or short video segments for assignments on specific skills: dialogue, characterization, scene work, narration, and point of view during the first half of every class. For the second half, students bring their writing for comments and critiques. Work by Alice Munro, Quentin Tarrantino, Lorrie Moore, David Mamet, Amy Hempill, Jhumpa Lahiri, and others may be used. Editorial and professional career skills are taught. Written critical feedback is required from students and instructor on student writing. Goals: Get past second drafts; 35 pp. or 1/3 of your final MS. Recommended for first semester students. Open to W&P MFA students only.

**WR1675**

**Creative Reading and Writing: Memory and Matter (3)**

In this class, we make enquiries into the ways that we hold, process, and capture memory—neurologically, physically, and/or as technologies that happen outside of the body. We also look at models of memory in which memory has failed, biologically and culturally. How do we recover memory? How do we generate memory within a community? Developing our questions, we write documents that engage them. (What is a document?) The class alternates between readings, research projects, and workshops.

**WR1677**

**Trends in Contemporary Literature: Introduction to Critical Theory (3)**

The class aims at developing our understanding of basic issues in contemporary literary theory. Readings are taken from continental philosophy, anthropology, linguistics, literary criticism, psychoanalytic theory, and gender and ethnic studies. Open to W&L and W&P students only; others by permission of the department. Cross-listed as WR1377.

**WR1700**

**Writing Pedagogy Seminar: Composition and Writing Center Theory (3)**

Pedagogy: the art of teaching. Prepares students for working with writers in the college setting, both one-on-one and in the classroom. A range of teaching models [including expressive, collaborative, critical, contemplative, and feminist philosophies] are investigated and practical methods for working with writers are developed. Strategies for engaging with the writing process, providing feedback on student work, and developing lesson plans are explored. Students construct a foundation for their own pedagogical approaches, based firmly in the theories they value. Open to all graduate students interested in teaching writing.

**WR1702W**

**Poetry Practicum: Small Press (1)**

An introduction to various facets of the small press including its history and practical concerns around submissions and editing. What is a small press? What was its role in forging the contemporary period? How do you “read” relevant editorial information out of journals and magazines? How do you put together submissions and cover letters? At least one current journal or press editor will appear as a guest speaker. There will be show and tell, hands-on study, and collaborative exercises focused on practical skills. Open to W&L and W&P students only; others by permission of the department. Cross-listed as WR1326W.

**WR1710**

**Practice of Poetry: Your Works (3)**

This writing workshop focuses on the participants’ poems, their intentions and realizations, triumphs, disappointments, and creative mistakes. We 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.” Open to W&P MFA students only.

**WR1715**

**Practice of Poetry: Poetry Workshop (3)**

An exploration and practice of communities of writing and how emphases and concerns overlap or diverge from one community of writers to another. This course builds a support and challenging community in which writers can further develop their poetry. It also explores the larger context in which contemporary U.S. poetry functions and offers an opportunity to practice entering that context through the process of refining the individual’s own poetic and learning to assemble a coherent manuscript.

**WR1718**

**Literature Seminar: The Cantos of Ezra Pound (3)**

“All times are contemporaneous in the mind.” Like no other poem before or after, The Cantos has followed this thought as a beacon. The class studies what critic Hugh Kenner calls “the Pound era,” including its literary
movements of Imagism and Vorticism and those writers in dialogue with whom Pound developed his verse: H.D., William Carlos Williams, W. B. Yeats, Marianne Moore. Then to ancestral presences: troubadours of Provence, lyre players of Greece, poetesiexes of Tang Dynasty China, dancers of Japanese Noh. With Homer and Dante as guides, we set sail through time and space, visiting the planet’s verse traditions, the politics, the economics, reading the entire Cantos and a great deal of Pound’s prose. Please bring a copy of The Cantos to the first class. Open to W&P MFA students only.

WR1720
Practice of Prose: Experimental Prose (3)
An engagement of contemporary developments in experimental prose writing, focusing on contemporary experimental prose writing in North America since 1985, with an emphasis on nonnormative plot, style, and language elements that draw on other disciplines for their structural emphasis. This class requires students to write experimental prose works or sections of longer narratives in progress, along with completing appropriate exercises and reading assignments.

WR1722
Eco-Lit (3)
Eco means house: our larger house has come to be the whole global ecology, in detail. Students study and write poetry and prose, as well as unclassifiable experiments and collaborations that tend to direct attention to surroundings, especially “nature.” Course includes a wide range of authors, from Thoreau to Annie Dillard, Orpington–the Inuit singer to Rachel Carson and Stephen Jay Gould, Mba Shole to Gary Snyder. We try to discover and invent new ways of representing nature’s rich variety in language. Open to W&L and W&P students; others by permission of the department. Cross-listed as WR1380.

WR1723
Practice of Prose: Creative Nonfiction (3)
Engages students in writing creative nonfiction, that is, nonfiction that engages craft elements from other genres to produce work on a continuum from the personal essay, travel journalism, to book reviews. Experiments, discussions, and workshops engage contemporary developments in creative nonfiction, with the opportunity to work in short prose forms or to produce a sustained narrative.

WR1725
The Art of the Essay (3)
“Myself,” said Montaigne, “am the groundwork of my book.” An essay is a foray into such groundwork to produce personal or formal inquiries and assessments of any given topic, whether about hunting elephants, the death of a moth, or girls in Des Moines. In this course we both read and write short prose works encompassing autobiography, memoir, travel sketches, and book reviews, demystifying and engaging a process that produces provocative and entertaining literature. Writers we at may include Didion, Orwell, Baldwin, and Woolf. Open to W&L and W&P students only; others by permission of the department. Cross-listed as WR1431.

WR1731
Creative Reading and Writing: Sequences (3)
Sequences studies how to build longer works. We read, analyze, and discuss books that have issues, problems, and solutions in structural composition: Fitzgerald, Brautigan, Acker, Erdrich, Gatskell, and Dogoberto Gilb and others may be considered. From nonnarrative, noncharacter–driven Japanese renku, we proceed through modernist to postmodernist to tribal solutions for serial, character-based, or experimental works. Two editorial assignments of entire books are required, and marketable professional career skills stressed. Students write, revise, and/or complete 65 pages of work. Recommended for third-semester students to prepare for their manuscript/thesis semester. Open to W&P MFA students only.

WR1736
Trends in Contemporary Literature: Introduction to Feminist Theory (3)
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? The 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 W&L and W&P students only; others by permission of the department. Cross-listed as WR1436.

WR1739
Contemplative Poetics (3)
This course explores writing as a contemplative practice joining mindful attention with imaginative let-in-go. We explore the meeting of Buddhist and Asian meditative and aesthetic traditions with examples of the poetics of the U.S. and European literary tradition, and the particular way in which their meeting took place at Naropa University. Reading emphasizes modern and contemporary U.S. poetics and the teachings of Chögyam Trungpa Rinpoche, and others on dharma art and contemplative poetics. Course work includes substantial sitting meditation, reading and discussion, and weekly creative writing exercises. Open to W&L and W&P students only; others by permission of the department. Cross-listed as WR1429.

WR1745W
Poetry Practicum: Haiku, Linked Verse, and the Bioregion (1)
Haiku is a Pacific Rim poetry form. It originated in Japan and spread internationally, becoming Japan’s best-known export. As a form of poetry it uses precise information about what we now term bioregions. It can be cool and glacially slow, or up close and passionate. This two-day workshop with field trips investigates specifics of our Southern Rocky Mountain bioregion for use in short-form verse. “In place of haiku” is how Lorine Niedecker put it. We’ll try five-line versions, mesostics, lunes, and collaborative linked-verse projects as well as considering poetry’s links to other formal arts. Open to W&L and W&P students only; others by permission of the department. Cross-listed as WR1335W.

WR1746W
Prose Practicum (1)
Study and analysis of selected literary and compositional issues and elements with Naropa faculty and visiting faculty. Topics may cover a wide range of subject matter and methods in prose and vary from semester to semester. These may include, but are not limited to works of literature, forms of composition, literary history, writing practice (including prose, poetry and translation), literary criticism, as well as film and media studies. Open to W&L and W&P students only. Cross-listed as WR1336W.

WR1747W
Writer’s Practicum (1)
Study and analysis of selected literary and compositional issues and elements with Naropa faculty and visiting faculty. Topics may cover a wide range of subject matter and methods in writing and vary from semester to semester. These may include, but are not limited to works of literature, forms of composition, literary history, writing practice (including prose, poetry and translation), literary criticism, as well as film and media studies. Open to W&L and W&P students only. Cross-listed as WR1337W.

WR1750
Literature Seminar: Radical Prosody (3)
Prosody is the study of verse structure through its phonic, rhythmic, and semantic elements. Syllable and sound, syntax and grammar, form and meaning all interact within the weave of poetic “making.” In this course we begin to see and feel the ways in which poetry written in English has gone about patterning linguistic elements and artfully drawing attention to imaginative rhythmic expression. We track the most important prosodic
innovations that have revolutionized poetic form and content over the past five hundred years in British and American poetry. Requirements include response papers and a substantial final paper. Open to W&L and W&P students only; others by permission of the department. Cross-listed as WRI450.

**WR1756**

*Mind Moving (3)*

Mind Moving explores contemplative practices in prose and poetry. Philip Whalen’s and Gary Snyder’s experimental verbal collages, montages, and mobiles with multiple points of view are investigated along with the compassionate characterization used by prose writers. The Buddhist appropriations and assimilations Whalen, Kerouac, and Snyder’s early artistic processes are primary. Mind Moving covers relevant American Buddhist and cultural history connected to Whalen, Snyder, and Kerouac’s art. A critical response essay and artistic portfolio required. Guided meditation is provided. This course serves for contemplative credit. Open to W&P MFA students only.

**WR1762**

*Creative Reading and Writing: Literatures of Exile and Diaspora (3)*

An opportunity to engage with fiction, poetry, and critical texts regarding exile and diaspora. Readings and research provide a political, historical, and cultural context for literary work covered. As writers, students create work that engage and extend the themes and aesthetics of the reading assignments.

**WR1763**

*Creative Reading and Writing: Notes on Architecture (3)*

In this class, we read works inspired by the experience and imagining of architecture: the passage, the corridor, the underground tunnel, the corner of a city perpetually turning. How does architecture inspire writers to imagine narrative and poetic structures, whether virtual or real, and how can we, writing, enter into the space continually opening out from the one preceding it? or not—what is it like to enter a sequence of rooms that is already there, furnished by the previous occupant? Readings include Elizabeth Grosz’s writings on architecture, as well as selections of contemporary and modernist poetry and prose. Open to W&P MFA students only.

**WR1764**

*Creative Reading and Writing: Bad Business: Noir n Nasty (3)*

Covers noir mystery and crime novels and five noir movies. The definition of a noir story is this: Average Joe or Jane Doe gets in deep trouble and makes all the wrong choices in a corrupt and venial society. Common fictional problems of character, scene, and narration are taught along with solutions. A professional training component covers Elmore Leonard crime novels with an in-depth look at the research he conducted via a documentary “Elmore Leonard Criminal Records.” Writers are not expected to write in the mystery genre. Every class devotes its second half to critiques of student writing in any genre. Critical responses cover technical issues of noir. Open to W&P MFA students only.

**WR1768**

*Literature Seminar: William Blake (3)*

Students read a wide selection of works from Blake’s vast oeuvre, including the *Songs of Innocence and of Experience*, *The Book of Thel*, *Visions of the Daughters of Albion*, *America*, *Europe*, *The Four Zoas*, and *Milton*. These include the “illuminated works” engraved and painted on copper plates, which are explored. Students examine Blake’s visionary poetics through a variety of interpretative analytics, from deconstruction to recent feminist, Marxist and psychoanalytic theory, including Buddhist Abhidharma psychology. Weekly response papers and a final research paper are required. Open to MFA W&P students only, others by permission of the department.

**WR1770**

*Practice of Poetry: Hybrid Forms (3)*

Let’s make our flour meal and meat in Georgia. Is that prose or poetry and why. —Gertrude Stein. It seems we’re obsessed with labels—with naming texts and categorizing them. In “Narration: Lecture 2,” Stein challenges traditional notions of poetry and prose. She asks, “Does it really make any difference if you do or do not know. This.” We examine writing that problematizes the binary and creates a simulacrum of conventional forms. We isolate the techniques and discuss the theories involved in pressing on the boundaries of genre—mixing and matching, cross-talking our way through. The culmination is a final manuscript of cross-genre, hybridized work. Open to W&P MFA students only.

**WR1771**

*Practice of Fiction: Postmodern Prose (3)*

What is called postmodern is an old and honorable tradition: bringing active intelligence to shaping and perceiving forms that enhance and amplify the text and context of the piece being written. The form is significant to the “adventure” that writing is, and to the mind’s need for a more demanding structure. We work with texts that deal with a variety of approaches and we write a minimum of three stories based on models. There are also in-class exercises and assignments. Open to W&P MFA students only.

**WR1773**

*Creative Reading and Writing: Cross-Cultural Writing Practices (3)*

This class focuses on transnational works to explore the ways in which writers who cross between the spaces of different cultures are (sometimes) also working toward transformations of deep structure in the writing. Does this happen as an action of form (how does form migrate?) or aesthetics (what kinds of complex choices are available to language when the body that speaks the language is no longer in the same place as the language itself?). How do figures in these works emerge/cross from one frame to another? These discussions develop a conversation about hybridity and transformation in your own work, which is “work-shopped” on alternate weeks. This class is open to any genre and authors we read include W.G. Sebald, Monica Ali, and Kamau Braithwaite. Open to W&P MFA students only.

**WR1781**

*Project Outreach (2–3)*

This course sends students into local schools, retirement homes, shelters, at-risk youth groups, etc., to lead creative writing sessions. A portion of the weekly class times occurs in these community settings. Field logistics, practice writing experiences, teaching techniques, and field experiences are discussed. Students act as literary activists, teaching and lending inspiration in the “real world.” Open to W&L and W&P students, also to others by permission of the department. Cross-listed as WRI481.

**WR1793**

*Special Topics in Writing & Poetics (3)*

Study and analysis of selected literary and compositional issues and elements. Topics cover a wide range of subject matter and methods and vary from semester to semester. These may include, but not be limited to, works of literature, forms of composition, literary history, writing practice (including prose, poetry and translation), literary criticism, as well as film and media studies.
The Summer Writing Program is a four-week convocation of students, poets, scholars, fiction writers, translators, performance artists, activists, Buddhist teachers, musicians, printers, editors, and others working in small press publishing. In dialogue with renowned practitioners, students engage in the composition of poetry, prose fiction, cross-genre possibilities, inter-arts, translation, and writing for performance. Participants work in daily contact with some of the most accomplished and notoriously provocative writers of our time, meeting individually and in small groups, so that both beginning and experienced writers find equal challenge in the program. The tradition emphasized is of the “Outrider” lineage, a heritage of powerful scholarship and counterpoetics that operates outside the normative academic mainstream.

As political and ecological crises intensify across our planet, the writer’s role raises vital questions. Bard, “unacknowledged legislator,” prophet—or marginal wordmonger? The program provides three distinct forums that address these concerns: writing workshops directed by guest and resident faculty; lectures, readings, and colloquia; and faculty-student conferences in which writings and ideas are discussed in face-to-face intimacy. The traditional roles of “teacher” and “student” are broken down as communication and learning flows between writer and writer.

The Summer Writing Program (SWP) is the birthplace of the Jack Kerouac School of Disembodied Poetics, founded in 1974 by Anne Waldman and the late Allen Ginsberg, with input from Diane di Prima. The Kerouac School is known and celebrated for its ongoing sense of comradeship among writers, teachers, and students. In this program we examine movements in creative writing practice that have revolutionized “the word,” bringing it closer to the human body and the human voice. As performance of text includes the construction of elegant noncorporate books and broadsides, we also offer letterpress-printing classes each week.

Students are exposed to a broad range of contemporary writing and relevant topics. Visiting and resident writers lead workshops, give lectures and readings, and take part in panel discussions. The SWP has always been aligned with more experimental, open forms and practices of avant-garde postmodernist writing. Students taking the program for credit are encouraged and expected to explore the range of offerings beyond their academic semester concentrations. The program is designed to give students a sense of where they might begin to locate their own work and interests within the contemporary literary world.

Students sign up for one workshop each week, and their SWP passcard admits them to all other weekly events. Each week has a separate focus. Past weekly themes have included “The Scholarly Writer,” “Writing for Performance,” “Writing the Body,” “Cross-language Studies and Translation,” “Politics of Identity,” “Feminism and Gender,” “Investigative Poetics,” “Black Mountain School,” “Ecopoetics,” “San Francisco Renaissance,” “The Outrider Lineage,” “Cultural Activism: Writing Under the New World Order,” “Meditative Poetics and the Poetics and Politics of Place,” “Lineage of the ‘New American Poetry’ and Beyond,” “Other Worlds: Language/Translation, Editing, New Pedagogies,” and “New Directions in Experimental Writing.”

Open to any interested participant, the Summer Writing Program is populated by students of many different backgrounds and interests. The Summer Writing Program may be taken for noncredit, undergraduate credit, or graduate credit. Credit students will be given a list of academic requirements to fulfill, including attendance and final writing portfolios collected at the end of the program.

Summer Writing Program Magazine
Each student attending the Summer Writing Program is invited to submit one to two pages of work for inclusion in the Summer Writing Program Magazine. Copies of this magazine are available through the SWP Office.

SWP Orientation
The Summer Writing Program holds orientation events during the week prior to the start of the program. While all students are welcome at orientation events, they may be of most interest to incoming MFA students. Incoming low-residency students may elect to complete an online orientation module rather than attend the on-campus orientation. Attendance at certain orientation events is mandatory for in-residence students attending the SWP for credit. For more information about the events scheduled during orientation, contact the SWP at 303-245-4600.

SWP Scholarships
There are many scholarship opportunities for degree-seeking and non-degree-seeking Summer Writing Program students. Please see the Financial Aid section.
The newly formed School of Humanities and Interdisciplinary Studies houses Naropa University’s religious studies programs, Eastern arts concentrations, as well as the undergraduate courses in Contemplative Learning.

**Undergraduate Majors and Minors**
- Bachelor of Arts in Interdisciplinary Studies
- Bachelor of Arts in Religious Studies
- Bachelor of Arts in Traditional Eastern Arts
- Minor in Gender and Women’s Studies
- Minor in Religious Studies
- Minor in Sanskrit or Tibetan Language

**Certificate Programs**
- Religious Studies
- Yoga Teacher Training

**Graduate Degrees**
- Master of Arts in Religious Studies: Contemplative Religions
- Master of Arts in Religious Studies with Language: Contemplative Religions
- Master of Arts in Religious Studies: Indo-Tibetan Buddhism
- Master of Arts in Religious Studies with Language: Indo-Tibetan Buddhism
- Master of Divinity
The Interdisciplinary Studies major provides a creative and challenging invitation for students to design a unique major exceeding the scope of a single perspective. Students begin the program by taking the required Interdisciplinary Studies Gateway Seminar, which surveys the history of disciplines and how they constitute major and minor degree programs. This gateway course then turns to study the various disciplines as they are constituted at Naropa. With this background, students work with an advisor, their peers, the Gateway Seminar instructor, and two faculty mentors to design a unique focus of study within two or three disciplines called a Learning Agreement and learn the practice of interdisciplinarity. This approach ensures that students bring an informed, interdisciplinary, and committed perspective to designing their Learning Agreement. The Advanced INTD Research Seminar (INTD380) fosters interdisciplinary research methods by providing students with skills necessary for work in their chosen areas of study and across the disciplines. Students are required to take two Special Topics courses in interdisciplinary studies (INTD490). The final component of the program is the Capstone Seminar (INTD480) taken in the final semester and designed to guide students through their senior thesis and portfolio.

Declaration of Major
In addition to adhering to university requirements and deadlines, Interdisciplinary Studies requires:
- a meeting with the department chair or attendance in the Gateway Seminar (INTD301);
- 30 credits accumulated or in progress.

BA students may not declare the major in Interdisciplinary Studies after they have completed 90 credit hours.

BA Interdisciplinary Studies Requirements
- Approval by the chair of Interdisciplinary Studies of a Learning Agreement outlining the student’s focused, achievable, individualized program.
- Students will design their Learning Agreement for a BA in Interdisciplinary Studies in the Gateway Seminar.
- Sixty credits generally earned at 300-level classes and above. These credits will be accumulated by completing the courses listed in the student’s approved Learning Agreement, and will include credits earned from INTD301, The Gateway Seminar (3) [required]; INTD380, Advanced INTD Research Seminar (3); 6 credits of INTD490, Special Topics (3); INTD480, The Capstone Seminar (3).
- Course work to be applied to the major may include up to 9 credit hours of independent study and 9 credit hours of transfer and/or consortium credits.*
- Interdisciplinary Studies students must attend the Gateway and Capstone seminars, Special Topics, and Advanced Research courses in residence.

* Note: This does not constitute an increase in the total number of transfer credits allowed. A maximum of 60 transfer credits will be accepted.

Learning Agreement
The Learning Agreement is an intensive investigation into the areas of academic interest. The student will be guided through this investigation by a careful consideration and interaction with the professor teaching the Gateway Seminar. In order to reflect the interdisciplinary nature of the Bachelor of Arts program, the Learning Agreement must incorporate disciplines from at least two but no more than three of the BA programs offered at Naropa. Students must select a minimum of 12 credit hours at the 300-level or above from each BA program’s list of required courses provided in the course catalog. This is to ensure that they receive basic fluency, literacy, and methodology for each discipline.

100–200 level courses are intended for first- and second-year students. In some departments, courses are developmental and cumulative in skill advancement (e.g., Visual Arts, Music, Performing Arts, Traditional Eastern Arts). In some cases, 100 and 200 level courses are acceptable to fulfill the 12-credit hour requirement for each discipline.

Minor in Gender and Women’s Studies
Gender and women’s studies is an inherently interdisciplinary exploration into both academic and experiential understandings of the ways in which gender permeates fields of study as structured at Naropa University. Through critical analysis of the intersections of gender and women’s studies with issues including race, class, religion, sexual orientation, and culture, students are able to cultivate a contemplative awareness of their relationship with globally interwoven social structures. The Gender and Women’s Studies minor prepares students to envision and create a world free from gender oppression.

Required Courses
- INTD210 Introduction to Gender and Women’s Studies (3)
- INTD310 Feminist and Queer Methods of Inquiry (3)
- INTD210 Introduction to Gender and Women’s Studies (3)
- INTD310 Feminist and Queer Methods of Inquiry (3)

Emphasis Electives
Choose 6 credits from the following:
- PAX415 Gender, Politics, and Social Change (3)
- REL212 Queer Theory, Feminism, and Religion (3)
- REL334 Hindu Yoga-Tantra (3)
- PSYB355 Dynamics of Intimate Relationships (3)
- WR1340 Literature Seminar: Women Writers, Open Texts (3)
- WR1365 Reading and Writing: Experimental Women Writers (3)
- WR1436 Trends in Contemporary Literature: Introduction to Feminist Theory (3)

BA in Interdisciplinary Studies Course Descriptions

INTD210 Introduction to Gender and Women’s Studies (3)
Gender and women’s studies begins with Hanisch’s premise that “the personal is political” as a means of thinking about personal issues as broader political and structural issues, resulting in various levels of privilege and oppression. We investigate “first wave” feminism, “second wave” concerns and critiques, and “third wave” ideological and queer theories. We examine the constructed nature of gender and identity via historical, theoretical, and cross-cultural texts to develop conscious approaches to thinking about the intersections of race, sexuality, and class. In addition, the course seeks to sharpen students’ critical awareness of how gender operates in cultural contexts and in our own lives in order to participate in social change. We read a diverse group of historical and contemporary feminist and queer writers, activists, and theorists.
INTD301
The Gateway Seminar (3)
The required Gateway Seminar in the Interdisciplinary Studies program surveys the history of disciplines as they are studied in colleges and universities. These disciplines, humanities, psychology, religious studies, fine arts, etc., traditionally constitute what becomes a student’s major and minor degree program. From that vantage point, the Gateway Seminar then turns to study the various disciplines as they are constituted at Naropa. With this background, students then choose their INTD mentors and create their Learning Agreement, which is the template for their own program in Interdisciplinary Studies. This approach ensures that students bring an informed and educated perspective to their unique focus. This course is a prerequisite to INTD program of studies. It enables students to decide if this major is best for them.

INTD310
Feminist and Queer Methods of Inquiry (3)
Feminist and queer scholarship informs methods of information gathering and distribution. Feminist and queer scholarship challenges philosophies of science and how science has begun to address these challenges. We then examine how feminist, queer, and contemplative ways of knowing can inform the research process and explore postcolonial, diasporic, and critical race perspectives on feminist epistemology. Students take a contemplative tour through diverse methods of inquiry, including but not limited to, memoir, observation, participant observation, archival research, and experimentation. Through personal reflection and observation of gender in the world, students create diverse work products that both bear witness to gender in the everyday world and stand in resistance to oppressive power structures.

INTD380
Advanced INTD Research Seminar (3)
This course aims to foster interdisciplinary research methods by providing students with skills necessary for work in their chosen areas of study, through a critical comparative examination of the practices, protocols, theories, and methods of education within a discipline as these have developed intellectually and institutionally over the past several centuries. In systematically comparing the methods and rhetorical strategies of different disciplines, and focusing upon the history of modern educational practices, the course develops critical thinking and research skills essential to laying a foundation for work during the subsequent thesis-writing semester. At the same time, the seminar fosters the community-building work of Interdisciplinary Studies as a contemplative forum for the discussion of broad academic issues confronting university education today.

INTD480
The Capstone Seminar (3)
The final component of the Bachelor of Arts program, the Capstone Seminar is designed to guide students through their senior thesis, a scholarly paper with annotated bibliography, and a portfolio of course work that reflects the student’s cumulative knowledge at the end of the degree program. This thesis is evaluated by two mentors from the student’s chosen fields of study, as well as by the chair of Interdisciplinary Studies. Prerequisite: INTD301. Open to INTD majors only.

INTD490
Special Topics (3)
The Special Topics Seminar investigates the application of theories and methods of interdisciplinary to specific historical, critical, and theoretical issues and problems. Specific topics are announced each semester and are generated by the students.
The Bachelor of Arts in Religious Studies is a 36-credit major in which students explore religion in a variety of ways, with an emphasis upon the statement of historical traditions in contemporary life. Special emphasis is placed upon the role of contemplative practice in the world’s great religions, especially Buddhism. All students must take a series of 16 credits that introduce the study of religion and Buddhist meditation practice. Students choose 9 credits from the Religious Traditions courses, which serve as introductory studies of major world religions. The additional 11 credits may be selected from core areas of study: contemporary issues in religion, contemplative practice, and practice intensives.

Declaration of Major
Religious Studies adheres to university requirements and deadlines. Students must concurrently enroll, or have completed any prerequisite for 300 level Religious Studies classes, or have completed either of the Religious Studies Contemplative Weekends: REL158W or REL255W.

BA in Religious Studies Requirements
Undergraduate students may petition to take MA Tibetan Tradition courses after REL160, REL240, and REL346 are completed.

Required Courses
REL328W BA Religious Studies Retreat (0.5) Year One
REL328W BA Religious Studies Retreat (0.5) Year Two
REL351 Religious Studies Seminar: Theory & Method (3)
REL479 Capstone Seminar & Senior Project (3)
SUBTOTAL 7

Choose 3 credits from the following courses:
(Prerequisites for 300 level classes)
REL160 Meditation Practicum I: Freeing the Mind (3)
REL271 Centering Prayer as Christian Contemplation (3)
REL390W–REL392W Shambhala Training I–III (3)
SUBTOTAL 3

Choose 6 credits from the following courses:
(Prerequisites for 300 level classes)
REL150 Buddhist Journey of Transformation: An Introduction (3)
REL210 Religion & Mystical Experience (3)
REL247 Embodying Sacred Wisdom: Modern Saints (3)
SUBTOTAL 6

Choose 9 credits from the following Religious Traditions courses:
REL150 Buddhist Journey of Transformation: An Introduction (3)
REL229 Foundations of Judaism: Torah, Prayer, and Acts of Kindness (3)
REL240 Foundations of Buddhism (3)
REL314 Contemplative Islam (3)
REL321 Introduction to Jewish Mysticism (3)
REL323 Religious Experience in Africa: Sacred Cosmos, Ritual, and Community (3)
REL325 Contemplative Christianity (3)
REL330 Contemplative Hinduism (3)
REL334 Hindu Yoga-Tantra (3)
REL346 Wisdom and Compassion: The Buddhist Path (3)
REL349 Tibetan Buddhism: Inside the Mystique (3)
REL355 Sanskrit in the Sacred Traditions of India (3)
REL376 Psychodrama: Role Playing in the Ancient Torah (3)
SUBTOTAL 9

Undergraduate students may petition to take MA courses in Buddhism after REL160, REL240, and REL346 are completed.

Choose 11 credits from the following two categories:

Contemporary Issues in Religion
REL120 Religion & Mystical Experience (3)
REL1247 Embodying Sacred Wisdom: Modern Saints (3)
REL1312 Spiritual Models of Social Action (3)
REL1348 Buddhism in America: Dharma Comes West (3)

Contemplative Practice
REL158W The Breeze of Simplicity: Buddhist Meditation Weekend (1)
REL160 Meditation Practicum I: Freeing the Mind (3)
REL170 Meditation Practicum II (3)
REL150 Spirituality and Creative Expression (3)
REL255W Opening the Heart: Buddhist Meditation Weekend (1)
REL258 Monthlong Meditation Intensive: A Program of Buddhist Practice and Study (1.5–6)
REL271 Centering Prayer as Christian Contemplation (3)
REL345 Zen Buddhism (3)
REL390W–495W Shambhala Training Levels I–XII (1)
SUBTOTAL 11

TOTAL CREDITS 36

Minor in Religious Studies
Choose 3 credits from the following:
REL150 Buddhist Journey of Transformation: An Introduction (3)
REL210 Religion & Mystical Experience (3)
REL247 Embodying Sacred Wisdom: Modern Saints (3)

Choose 9 credits from the following:
REL150 Buddhist Journey of Transformation: An Introduction (9)
REL158W The Breeze of Simplicity: Buddhist Meditation Weekend (1)
REL160 Meditation Practicum I: Freeing the Mind (3)
REL170 Meditation Practicum II (3)
REL210 Religion & Mystical Experience (3)
REL212 Queer Theory, Feminism, and Religion (3)
REL229 Foundations of Judaism: Torah, Prayer, and Acts of Kindness (3)
REL240 Foundations of Buddhism (3)
REL247 Embodying Sacred Wisdom: Modern Saints (3)
REL250 Spirituality and Creative Expression (3)
REL255W Opening the Heart: Buddhist Meditation Weekend (1)
REL271 Centering Prayer as Christian Contemplation (3)
REL312 Spiritual Models of Social Action (3)
REL314 Contemplative Islam (3)
REL321 Introduction to Jewish Mysticism (3)
REL323 Religious Experience in Africa: Sacred Cosmos, Ritual, and Community (3)
REL325 Contemplative Christianity (3)
REL330 Contemplative Hinduism (3)
REL334 Hindu Yoga-Tantra (3)
REL345 Zen Buddhism (3)
REL346 Wisdom and Compassion: The Buddhist Path (3)
REL348 Buddhism in America: Dharma Comes West (3)
REL349 Tibetan Buddhism: Inside the Mystique (3)
REL351 Religious Studies Seminar: Theory & Method (3)
REL355 Sanskrit in the Sacred Traditions of India (3)
REL376 Psychodrama: Role Playing in the Ancient Torah (3)
REL390W–495W Shambhala Training Levels I–XII (1 - 3)

TOTAL CREDITS 12

Minor in Sanskrit or Tibetan Language
Religious Studies majors may take either Sanskrit or Tibetan to fulfill their minor requirement. A sequence of at least four courses (4 credits each) is offered in each language. (Six courses are offered in Tibetan.) The requirement of the minor is to take the first three of these four courses. However, students are encouraged to consider taking the fourth semester of the language as an elective. Students who have completed all four Tibetan courses are eligible to apply to the Nalanda Translation Committee Apprenticeship Program, which provides funding for a year (or more) for further Tibetan language training with the Translation Committee after they graduate. Since the three (or four) language courses should be taken in three (or four) consecutive semesters, students considering a study abroad program should plan to do that program either before they start their language courses or after they have completed all of them.

Sanskrit I–III (12) or Tibetan I–III (12)

TOTAL CREDITS 12

Certificate Program in Religious Studies
This 30-credit certificate program is designed for those who wish to immerse themselves in a study of contemplative religious traditions and is open to students who have completed at least 60 semester credits prior to entering Naropa University.

Required Courses
REL328W BA Religious Studies Retreat (0.5) year one
REL332W BA Religious Studies Retreat (0.5) year two
REL351 Religious Studies Seminar: Theory & Method (3)
REL479 Capstone Seminar & Senior Project (3)

SUBTOTAL 7

Choose 3 credits from the following courses:
(Prerequisites for 300 level classes)
REL160 Meditation Practicum I: Freeing the Mind (3)
REL271 Centering Prayer as Christian Contemplation (3)
REL390W–392W Shambhala Training I–III (3)

SUBTOTAL 3

Choose 6 credits from the following courses:
(Prerequisites for 300 level classes)
REL150 Buddhist Journey of Transformation: An Introduction (3)
REL210 Religion & Mystical Experience (3)
REL247 Embodying Sacred Wisdom: Modern Saints (3)

SUBTOTAL 6

Choose the following from the course guide:
Religious Studies Courses (14)

TOTAL CREDITS 30

BA in Religious Studies Course Descriptions

REL150 Buddhist Journey of Transformation: An Introduction (3)
This course traces the transformation of emotional and conceptual confusion into wisdom on the Buddhist path. Beginning with insights into how humans generate confusion and habitual patterns, we extend that insight to develop compassion and skill in working with others and discover wisdom and skillful means within our confused states in the present moment. Students are introduced to the rich diversity of Indo-Tibetan Buddhist “three vehicles” within the context of Buddhist history, texts, and traditions.

REL156W Zen Intensive Weekend (1)
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 looks at how this Zen paradigm—its teachings, practices, and realization—can be a personal vision and part of professional contemporary psychology. Cross-listed as REL552W.

REL157W Theravada Vipassana Weekend (1)
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 includes mindfulness practice in sitting, walking, and daily life through short talks, guided meditations, and the practice of “noble silence.” Cross-listed with REL501W.

REL158W The Breeze of Simplicity: Buddhist Meditation Weekend (1)
Buddhist meditation is based on the path of seeing who we really are, very simply and naturally. The basics of sitting meditation practice from the Buddhist tradition are introduced. Beginning or experienced meditation students are guided through this direct experience of mind. This weekend includes lectures, discussion, and meditation. Cross-listed as REL504W.

REL160 Meditation Practicum I: Freeing the Mind (3)
Students are introduced to sitting meditation practice drawn from the Tibetan Buddhist tradition of shamatha-vipashyana. Weekly lectures emphasize experiential aspects of the practice, involving such topics as the discovery of impermanence, working with emotions, and the cultivation of maitri (loving-kindness). The course includes weekly discussion groups, individual meetings with a meditation instructor and daily meditation practice, midterm, and final oral exams.

REL170 Meditation Practicum II (3)
This course continues the instruction in meditation practice begun in the fall semester, emphasizing Mahayana practice, including the generation of an enlightened attitude (bodhicitva), the practice of the perfections (paramitas), the training of the mind (lojong), and the exchange of self and other (tonglen). Midterm and final oral exams. Prerequisite: REL160, TRA100, TRA200, or PSYB215.

REL210 Religion & Mystical Experience (3)
This class explores the essential core of the world’s wisdom traditions: their mystical teachings, rituals, and esoteric practices. Special attention will be given to the nature of mystical experience—characterized by a direct encounter with Ultimate Reality or the Divine—and to the variety of its manifestations in and out of the world’s major religious traditions.

REL212 Queer Theory, Feminism, and Religion (3)
Religion has greatly influenced our experiences as gendered beings in the areas of sexuality, power, gender roles, personal identity, privilege, and wisdom. Feminism has identified the biases and abuses of patriarchy and sought to rectify them. It has also birthed the GLBT movement and queer theory. How have these efforts spoken to the spiritual subjectivities of women, sexual minorities, or men in these traditions? On what terms...
can gender be appreciated and valued? This course traces the historical evolution and cultural influences of patriarchy, feminism, and gay liberation on religious experience as well as religions’ impact on the formation of gender roles.

REL229
Foundations of Judaism: Torah, Prayer, and Acts of Kindness (3)
This course traces the evolution of rabbinic Judaism in its history, beliefs, literature, and practices. Beginning with its formation in the first century of the Common Era, we follow major developments through the Middle Ages and into the modern period. Along the way, we learn about the Jewish conception of Torah in both its metaphysical and practical elements. We study material from the foundational texts of the Oral Torah: Mishnah, Gemara, and Midrash, as well as later texts. Jewish law, philosophy, Kabbalah, sacred time, and contemplative prayer are studied and discussed. Cross-listed as REL529.

REL240
Foundations of Buddhism (3)
An introduction to Buddhism including a 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 examines the close relationship between Buddhist thought and the central spiritual discipline of meditation. Grading criteria includes a final paper.

REL247
Embodying Sacred Wisdom: Modern Saints (3)
An exploration of the human thirst for spiritual experience and transformation through the studies of biographies of 19th and 20th century contemplatives from several selected religious traditions, both Eastern and Western. Through examining the spiritual and religious journey of saints and their relationships with their traditions, students learn the diversity of religious traditions of sainthood. How do the journeys of their saints relate to our personal journeys? Readings include sacred biographies (hagiographies), study of modern religious traditions in context, and interpretations of sainthood in both theological and cross-cultural perspectives.

REL250
Spirituality and Creative Expression (3)
This course focuses on exploring spirituality and its manifestation in our lives through creative expression. The foundation for this exploration is Maitri practice, which cultivates awareness of our own energetic makeup and how these energies manifest as the core patterns of our daily lives. Developed by Trungpa Rinpoche, the founder of Naropa, this practice is done in five different colored rooms, representing the Five Buddha Families. In addition to the Maitri room practice, we work with several contemplative art forms, such as object arrangement, painting, brush stroke, and space awareness exercises. The challenge for each of us is to discover, integrate, and appreciate our energetic expressions and to bring our creativity to form, individually and as a group.

REL255W
Opening the Heart: Buddhist Meditation Weekend (1)
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 that allows one to look deeply into this pain and confusion in order to discover the courageous heart available to everyone. This weekend introduces the lojong [mind training] teachings of the twelfth-century Buddhist master Atisha that demonstrate in a practical way how to engage the world and to transform pain and confusion into compassion. Cross-listed as REL555W.

REL258
Monthlong Meditation Intensive: A Program of Buddhist Practice and Study (1.5–6)
This intensive, called a “teaching Dathün,” is a four-week, 3-credit program at Shambhala Mountain Center in the mountains of northern Colorado. Participants sit for about eight hours each day, eat meals Japanese Zen or “oryoki” style, and have daily talks on meditation and the spiritual path. Other elements include meditation interviews, group discussions, and community activities. Other teaching Dathüns may receive 1.5 to 3 credits also with prior approval of the department. Other nonteaching Dathüns may receive up to 3 credits. Cross-listed as REL547.

REL271
Centering Prayer as Christian Contemplation (3)
This course introduces the Christian contemplative practice of Centering Prayer, as taught by Fr. Thomas Keating and Contemplative Outreach. It places this practice in the broader tradition of Christian contemplation, as a path of transformation in Christ that allows greater freedom in oneself and greater compassion for others. The course includes instruction in an active practice for integrating Centering Prayer into daily life, a day of intensive practice, and study of Christian contemplative practice. Cross-listed as REL571.

REL274
Tibetan I (4)
This class develops a foundation in literary Tibetan and begins the study of modern spoken Tibetan. The first semester focuses on the grammatical foundation of the language, the acquisition of basic vocabulary, and training in the skills of correct pronunciation, handwriting, and spelling. Students should expect to study at least six hours a week outside of class. Cross-listed as REL503.

REL277
Sanskrit I (4)
An introduction to the classical Sanskrit language. The first-year course includes developing familiarization with the Sanskrit alphabet (devanagari), mastering the conventions of euphonic combination (sandhi), and learning the basics of Sanskrit grammar. In addition, 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). Students should expect to study at least six hours a week outside of class. Cross-listed as REL507.

REL284
Tibetan II (4)
A continuation of Tibetan I. The second semester continues the work begun in Tibetan I with the addition of working on an actual Tibetan text. Students use a mandala approach of developing varied oral, aural, and written skills to produce an overall knowledge of the language. Prerequisite: REL274. Cross-listed as REL533.

REL287
Sanskrit II (4)
A continuation of Sanskrit I. Prerequisite: REL277. Cross-listed as REL537.

REL302
Communication: Family Systems (3)
This class examines family patterns as they impact our ability to communicate with and to be present to others. By means of genograms, Virginia Satir’s experiential exercises, family sculpt, and the contemplative practices of basic attendance and exchange, students explore their ability to open and their “rules for commenting” in relationship. It is recommended that graduate students taking this class also enroll in the related 1-credit class, REL616, Process Lab 1. Cross-listed as REL602.
REL312
Spiritual Models of Social Action (3)
A study of historical and contemporary figures who exemplify the spiritual ideals of nonviolent social action, tracing their unique ways of turning their personal challenges into nonviolent leadership. Drawing upon autobiography, biography, critical analysis, and film as source material, students develop a personal dialogue with each of these activists, examining how inner and outer journeys join in spirituality based social activism. Activists studied include major historical figures such as Mohandas K. Gandhi and Martin Luther King Jr., as well as recent Nobel Peace Prize recipients, such as Shirin Ebadi, Desmond Tutu, and quasi-leaderless movements such as The Mothers of La Plaza de Mayo. Cross-listed as REL585.

REL314
Contemplative Islam (3)
An introduction to the belief system and cultures of the Islamic world via an interactive approach. Emphasis is placed on the traditional values, beliefs, and prescribed practices of the Islamic world as expounded in the key authoritative Islamic sources: the Qur’an and the Sunna of the Prophet Muhammad. A central theme that is examined is the doctrine of tawhid, or the unity of God, which underlies all Islamic thought and belief. Students participate in a variety of Islamic rituals and practices in order to gain a firsthand experience of Islam. Offered alternate years.

REL315
Group Process I: Conflict and Diversity (3)
The first of two courses examining the nature of the human group-field. Of particular concern is how human groups create both helpful and harmful conditions in the world. This class provides the theoretical underpinnings of the group-field, including living systems theory, group dynamics, liberation theory, conflict theory, and healthy communication models such as mediation and nonviolent communication. Woven throughout is a focus on the dynamics of privilege, power, and diversity, and group-field process work as a way to engage group life. Cross-listed as REL615.

REL321
Introduction to Jewish Mysticism (3)
The course focuses on three major trends in the history of Jewish mysticism: Spanish Kabbalah, the School of Isaac Luria, and East European Hasidism. Topics include theosophy and theurgy, ecstatic and contemplative prayer, mystical psychology, soul transmigration, and esoteric interpretation of scripture. The course provides a basic kabbalistic vocabulary and introduction to primary mystical sources that prepare a student for further study of contemplative Judaism. Offered alternate years.

REL323
Religious Experience in Africa: Sacred Cosmos, Ritual, and Community (3)
The course is an introduction to the cultural study of traditional African religions. We begin with close attention to cosmology, the traditional view of the world as filled with living, sacred powers. These powers are experienced in various ways—as ancestral presences, nature deities, and personal guardian spirits. Therefore, we focus on ritual practices—ways of communicating with unseen forces to bring communal and personal healing, restoring balance in the human relationship to nature. Offered alternate years.

REL325
Contemplative Christianity (3)
This course examines the contemplative and mystical tradition of Christianity and its recent recovery by mainstream Christians through the work of Thomas Merton and others. Students will examine contemplative perspectives on major topics as God, Christ, salvation, divine union, delification, scripture, and spiritual evolution, especially as these views contrast with modern fundamentalism. This class will also study the contributions of the major historical writers of the tradition. The class includes ample time for contemplative practice. Offered alternate years.

REL328W
BA Religious Studies Retreat (0.5)
Introduction to the field of religious studies from the perspective of contemplative education as well as to important thematic and analytic perspectives. Basic contemplative practice from several traditions is present, and career opportunities in the arena of religious studies are explored. Building community, forming friendships, and sharing our mutual journey is central to this retreat.

REL330
Contemplative Hinduism (3)
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 alternate years. Cross-listed as REL530.

REL334
Hindu Yoga-Tantra (3)
Hindu Tantra envisions Ultimate Reality as intertwined aspects of Shiva and Shakti. We study contemplative theory and practices from Tantric texts and commentaries, including sacred ritual, deity forms, mantra, yantra (sacred geometry), nyasas (sacred energetic placements), chakras, and visualizations. We also explore Kashmir Shaivism, a nondualistic monism, and the Srividya Goddess tradition. Tantric influences in Indian poetry, art, and dance-music forms are shared whenever possible. The last class features a culminating class worship ritual (puja) incorporating many Tantric contemplative tools studied all semester. Offered alternate years. Cross-listed as REL634.

REL341e
Buddhist Teachings on Mind and Emotions: The Abhidharma Tradition (3)
Tracing the Buddha’s early discoveries about mind and emotion, this course follows the pedagogy of meditative investigation. The curriculum, called the Abhidharma, the school of refined investigation, follows the Abhidharma sources of several Buddhist traditions, especially those foundational to Vipassana meditation of the Theravada school and Shamatha-vipashyana meditation of Tibetan Buddhism. The course integrates elements from traditional monastic training adapted to a contemporary setting: weekly memorization of a passage of scripture, guided contemplations, and the reading of Buddhist scripture in translation. Relevant parallels with contemporary psychology and cognitive science are also indicated. Cross-listed as REL536e.

REL342e
Buddhism: The Way of Wisdom and Compassion (3)
Providing a basic introduction to the ideas, perspectives, and practices of Buddhism, this course looks at the life and cultural context of Buddha Shakyamuni, founder of Buddhism. Students then examine the core teachings of Buddhism as found in the four noble truths. Discussions 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. Cross-listed as REL532e.

REL345
Zen Buddhism (3)
Taking the path of Zen is for the purpose of bringing about a profound transformation at the core of one’s being, enabling one to live with greater selflessness and affection for the benefit of all that breathes and does not breathe. The course includes instruction in zazen (the cornerstone meditation practice of Zen), periods of sitting zazen, instructions on applying mindfulness to one’s daily life, as well as studying the classic texts and teachings of the tradition. The course may include all-day sitting at one of the Zen centers in the Denver area.
REL346
Wisdom and Compassion: The Buddhist Path (3)
Mahayana Buddhism presents an examination of the spiritual path that is grounded in love for all beings. This course explores 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 are taken from the literature of both sutra (Buddha’s word) and shastra (commentaries) and includes writings of contemporary teachers.

REL347e
Buddha Nature: The Nature of Enlightenment in the Uttaratantra and Mahamudra (3)
One of Buddhism’s most important teachings is the doctrine of tathagatagarbha, or buddha nature, which proclaims the natural enlightenment of all beings, and the importance of uncovering this already present enlightenment through penetrating insight and meditation practice. The philosophy propounded in the Uttaratantra underlies the teachings of the Mahamudra tradition, one of the most profound Buddhist lineages of practice and accomplishment. This course examines the relationship of these two traditions through a close study of a landmark treatise by Go Lotsawa (1392–1481 A.D.) and provides a rare opportunity to study the basis of the Mahamudra teachings in the Buddhist sutra tradition. Prerequisite: Several courses in Buddhist studies. Cross-listed as REL527e.

REL348
Buddhism in America: Dharma Comes West (3)
This course surveys the variety of ways in which Buddhism continues to influence contemporary American culture, and in turn be influenced by it. In particular, we explore the ways in which Buddhism has changed and adapted in various American Buddhist communities. Our scope includes spirituality and religion, literature, social activism, pluralism, and dialogue. Student projects focus on specific Buddhist communities that have joined facets of Buddhism and American culture. Grading criteria includes short writing assignments, final exam, and term paper. Prerequisite: REL160, REL240, or REL346. Cross-listed as REL546.

REL349
Tibetan Buddhism: Inside the Mystique (3)
This course introduces Buddhism as it flowered in the Tibetan cultural region, with emphasis on the traditional cosmology of Tibet, its religious history, its esoteric teachings and practices [Hinayana and Mahayana], and its esoteric teachings and practices [Vajrayana]. Special attention is paid to the meditative traditions of Tibet and the Tibetan Book of the Dead. Prerequisite: REL160, REL240, or REL245.

REL351
Religious Studies Seminar: Theory & Method (3)
An introduction to the theoretical models of the field of religious studies. The course will review religious studies as an academic discipline with a special emphasis on applying religious studies methodology to religious traditions and phenomena. Special emphasis is placed on written and oral expression, integrative understanding, and the relationship between religious traditions and the personal spiritual understanding/journey. The goal of this course is to give students the necessary tools to produce academically rigorous research projects in any area of the field.

REL352
Group Process II: Cultivating the Sacred (3)
The second of two classes on understanding and working with the human group-field. With a theoretical basis established in the previous course, this class continues to examine group-field process work in a variety of “applied” expressions. Examples of these include dialogue practice, community-based ritual practice, wisdom circles, archetypal motifs, and principles of restorative justice. While this is a more experiential class, it continues to explore earlier themes around conflict, diversity, and sacred view. Cross-listed as REL652.

REL355
Sanskrit in the Sacred Traditions of India (3)
A basic introduction to the Sanskrit language directly linked to sacred concepts drawn from the sacred traditions of Yoga, Tantra, Vedanta, and Sankhya. Language skills presented include the oral and written Sanskrit alphabet (devanagari), Roman transliteration, and an introductory recognition of some Sanskrit grammar elements. Explanations of sacred Sanskrit terms and concepts with brief overviews of the representative sacred traditions are interwoven in the course. Participatory oral chanting of the alphabet, sacred seed syllables, and sample concepts, terms, and verses are integrated into the class format.

REL360
Engaged Buddhism Training I: Contemplative Approaches to Social Action and Peacemaking (3)
This course focuses on setting up students’ service-learning program for year one and on giving them the context and skills to maximize the benefit of their service-learning experience. It involves a combination of regular on-campus classroom work and fieldwork including on-site visits to various social agencies, nonprofits, NGOs, and other social action projects. It also includes several models for contemplative social action. One of the primary goals of this first-semester training is to create a learning community among the students that becomes the vehicle and context for their journey. Cross-listed as REL512.

REL370
Engaged Buddhism Training II: Marginalized Populations—Ministry and Social Entrepreneurship (3)
The focal point of EB Training II is a street retreat in Denver during practice week and a social action project carried out by the students as a group. The street retreat is led by a peacemaker priest or another street retreat leader approved by the Peacemaker Community. The retreat is preceded by sufficient classroom work to prepare the students and followed up with further classroom work to help students integrate their experience into their overall learning path. Students also conceive, plan, and carry out a social action project as a group. Cross-listed as REL562.

REL375
Tibetan III (4)
This course continues to expand student knowledge of the grammar and vocabulary of literary Tibetan primarily through translating texts in different genres such as sutras, lives of Buddhist saints, history, philosophy, and so forth. It also continues to develop spoken knowledge of spoken Tibetan. Prerequisite: REL284. Cross-listed as REL553.

REL376
Psychodrama: Role Playing in the Ancient Torah (3)
An examination of the mystical contemplative tradition of Judaism through a demonstration of its approach to Torah texts. The emphasis in the course is on the development and expression of critical thinking and intuition. Good questions are a priority over good answers. Age-old Chassidic methodologies are used toward this end. Dramatization of stories is utilized to access the students’ emotions and intuitive powers. Exposure to practices like shofar and succah give students a firsthand experience of Jewish contemplative practice. Offered alternate years.

REL377
Sanskrit III (4)
A continuation into the second year of basic Sanskrit grammar, pronunciation, dictionary usage, and vocabulary acquisition. There is strong emphasis on noun compounds (samsaras). We move onward through the Goldman and Goldman primer, Devanantaprasvesak. We read selectively in a range of texts, including Hindu and Buddhist scripture, and secular court poetry. Stanzas from Bhagavad Gita are introduced, as well as the Heart Sutra. Particular attention is given in class to Indic culture, its connection to Sanskrit language and religious traditions, and issues raised by the work of translation. Cross-listed as REL557.
**REL385**
Tibetan IV (4)
This course continues to expand student knowledge of the grammar and vocabulary of literary Tibetan primarily through translating texts in different genres such as sutras, lives of Buddhist saints, history, philosophy, and so forth. Also continues to develop student knowledge of spoken Tibetan. Prerequisite: REL375. Cross-listed as REL583.

**REL387**
Sanskrit IV (4)
This semester completes the range of Sanskrit grammar, with secondary conjugations, vocabulary acquisition, an investigation of etymology, and a study of the principles behind words and their meanings. In addition to finishing the textbook on grammar, the Devavanipravesika, the class reads examples of a range of Buddhist, Hindu, and secular verses. Increased attention is given to translation and the hands-on practice of bringing ancient texts into the contemporary world. Cross-listed as REL587.

**REL479**
Capstone Seminar & Senior Project (3)
This course reviews religious studies as an academic discipline with a special emphasis on applying religious studies methodology to religious traditions and phenomena encountered in their major study. Special emphasis is placed on written and oral expression, integrative understanding, and the relationship between religious traditions and the personal spiritual understanding and journey. The principle that both outer and inner knowledge contribute to one’s path, which was introduced at the beginning of the student’s journey, is brought to fruition. The particular focus of the second half of the class is the final preparation and presentation of the senior project.

**REL499**
Independent Study (1–3)
BA IN TRADITIONAL EASTERN ARTS

The 36-credit Traditional Eastern Arts major is grounded in sitting meditation practice. In the first and second semesters, students learn the basic principles of sitting meditation from the Shambhala and Zen traditions. From this ground, students pursue an in-depth study of one of three core body-mind awareness disciplines: t’ai-ch’iu’an, aikido, or yoga. Study includes the philosophy, history, and culture of the chosen discipline. The major trains and encourages students to develop practice and discipline as a way of life and to bring the essence of that discipline into alignment with other areas of life such as livelihood, health, creative statement, and community.

Vision
The Traditional Eastern Arts programs emphasize the transmission of traditional practices handed down from generation to generation—in some cases since ancient times—and in a variety of cultural contexts. Traditional Eastern Arts courses teach the development and use of internal energy through discipline and practice while providing the space and training for the integration of body, mind, and spirit. In addition to courses in the core body-mind awareness disciplines, course offerings include Shambhala and Zen meditation, ikebana (Japanese flower arranging), mudra space awareness, and Indian devotional singing and ragas. Through a foundation of sitting meditation practice, the student develops shamatha (peace) and vipashana (insight), begins to develop maitri (gentleness) toward self and others, and learns to honor life and its traditions in the context of sacred world.

Declaration of Major
In addition to adhering to university requirements and deadlines, Traditional Eastern Arts requires a meeting with the department chair. Students entering the University and the Traditional Eastern Arts major with 45 plus credits are required to declare a concentration at that time.

Areas of Concentration
T’ai-ch’iu’an
“Whoever practices t’ai-ch’iu’an, 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-ch’iu’an is translated as “the supreme ultimate system of self-defense.” An ancient Chinese exercise, it consists of thirty-seven slow, continuous movements and is a profound preventative and curative system of Chinese medicine. The cultivation of chi, the intrinsic energy that animates all living phenomena, plays a central role in the training. T’ai-ch’iu’an restores the normal flow of chi by dissolving tension. 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.” —O Sensei, Morithei Ueshiba, aikido founder

The roots of aikido stand in the soil of the great warrior tradition of Budo, where the fighting arts were practiced for defense of society and as a personal path for awakening. Aikido wisdom and skills are developed through lively partner practice of empty hand and weapons techniques.

On the mat, students engage with varied attacks and defenses in order to learn to become calm, centered, receptive, and responsive during intense encounters. Whole-body training takes place while watching, listening, doing, and feeling the movements of the practice. Reading and writing assignments deepen the classroom practice. Students may be invited to test for rank by the instructor.

Yoga Teacher Training
“Yoga chitta vritti narodha. Tada Drashthuh svarupe vasthananam. Yoga is the stilling of the whirlpools of the mind. By this, one’s essential nature can be realized.” —Patanjali

In Sanskrit, yoga means “union,” referring to the joining of the individual psyche with the transcendental self. Through this joining, the vehicles of body, heart, and mind can become conduits of supreme consciousness.

The Yoga Teacher Training concentration provides comprehensive instruction in all aspects of the yogic path, ranging from asana practice to classes in yogic history, theory, and philosophy. Balancing cognitive understanding with experiential learning, students study these ancient practices and teachings for transformation, as well as gain the necessary knowledge and skills to effectively teach yoga.

The curriculum systematically covers asana, pranayama, mudra, bandha, meditation, yoga nidra, chakras, Sanskrit, anatomy, yogic philosophy, and psychology. Asanas are practiced in a vinyasa style, based on the Iyengar principles of alignment. The Yoga Teacher Training curriculum prepares students to seek an external teacher training credential, if desired.

Naropa University is a Registered Yoga School (RYS) with Yoga Alliance.

BA in Traditional Eastern Arts Requirements

T'ai-chi Ch'uan & Aikido Concentrations

Core Requirements

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>TTRA100</td>
<td>Shambhala Meditation Practicum</td>
<td>3</td>
</tr>
<tr>
<td>TTRA130</td>
<td>Exploring the Traditional Eastern Arts</td>
<td>2</td>
</tr>
<tr>
<td>TTRA463</td>
<td>Yoga Meditation Practicum</td>
<td>3</td>
</tr>
<tr>
<td>TTRA489</td>
<td>Senior Colloquium</td>
<td>1</td>
</tr>
<tr>
<td>PSYB100</td>
<td>Anatomy</td>
<td>3</td>
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SUBTOTAL 12

Choose 12 credits from the following courses:

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<tr>
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<tbody>
<tr>
<td>TTRA105</td>
<td>T’ai-ch’iu’an: Level I (3)</td>
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<tr>
<td>TTRA205</td>
<td>T’ai-ch’iu’an: Level II (3)</td>
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<td>TTRA305</td>
<td>T’ai-ch’iu’an: Level III (2-3)</td>
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<td>TTRA405</td>
<td>T’ai-ch’iu’an: Level IV. Push-Hands (1-3)</td>
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<tr>
<td>TTRA455</td>
<td>T’ai-ch’iu’an: Level V: Sword Form (1-3)</td>
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<td>TTRA490</td>
<td>T’ai-ch’iu’an: Level VI (1-3)</td>
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<td>TTRA493</td>
<td>T’ai-ch’iu’an: Level VII (1-3)</td>
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<tr>
<td>TTRA496</td>
<td>T’ai-ch’iu’an: Level VIII (1-3)</td>
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SUBTOTAL 24

T’ai-ch’iu’an Concentration

Core Requirements (12)

Choose 12 credits from the following courses:

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<tr>
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<td>TTRA105</td>
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<tr>
<td>TTRA496</td>
<td>T’ai-ch’iu’an: Level VIII (1-3)</td>
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SUBTOTAL 24
Choose 12 credits from the following courses:

- TRA120  Ikebana/Kado I (3)
- TRA499  Independent Study (1–3)
- ART 181  Traditional Chinese Brush Stroke I (3)
- PSYB303  The Psychology of the Five Elements I (3)
- REL156W  Zen Intensive Weekend (1)
- REL345  Zen Buddhism (3)

SUBTOTAL 12
TOTAL CREDITS 36

Aikido Concentration
Core Requirements (12)

Choose 12 credits from the following courses:

- TRA110  Aikido I (3)
- TRA210  Aikido II (3)
- TRA310  Aikido III (3)
- TRA410  Aikido IV (2–3)
- TRA450  Aikido V (2–3)
- TRA487  Aikido VI (2–3)
- TRA491  Aikido VII (2–3)
- TRA494  Aikido VIII (2–3)

SUBTOTAL 24

Choose 12 credits from the following courses:

- TRA120  Ikebana/Kado I (3)
- TRA437  Aikido Seminars—Mitsugi Saotome, Sensei and Hiroshi Ikeda, Sensei [0.5 each] (can be taken twice)
- TRA447  Aikido Seminars—Mitsugi Saotome, Sensei and Hiroshi Ikeda, Sensei [0.5] (can be taken twice)
- TRA499  Independent Study (1–3)
- ART181  Traditional Chinese Brush Stroke I (3)
- REL156W  Zen Intensive Weekend (1)
- REL345  Zen Buddhism (3)

SUBTOTAL 12
TOTAL CREDITS 36

Yoga Teacher Training Concentration
Required Courses

- TRA100  Shambhala Meditation Practicum (3)
- TRA133  Yoga I (3)
- TRA233  Yoga II (3)
- TRA333  Yoga III (3)
- TRA433  Yoga IV: Integral Practice and Teacher Training (3)
- TRA449  Yoga V: Yoga Teacher Training (3)
- TRA453  Yoga History, Theory, and Philosophy (3)
- TRA463  Yoga Meditation Practicum (3)
- PSYB100  Anatomy (3)

Choose one of the following courses:

- TRA114  Indian Devotional and Raga Singing (3)
- REL330  Contemplative Hinduism (3)
- REL334  Hindu Yoga-Tantra (3)

SUBTOTAL 33
TOTAL CREDITS 36

BA in Traditional Eastern Arts Course Descriptions

TRA100  Shambhala Meditation Practicum (3)
The Shambhala tradition, taught by Chögyam Trungpa Rinpoche, is a secular path of spiritual training. Students learn sitting meditation and study the principles of Shambhala Warriorship, which involves developing personal courage and social responsibility. The class combines meditation, writing, and a variety of exercises to give direct experience of mindfulness and our own senses. The connection between the arts and meditation is also explored and would be of interest to those exploring their own creative process. A slogan of the class is “notice what you notice” (a phrase Allen Ginsberg coined). Cross-listed as TRA500.

TRA105  T’ai-chi Ch’uan: Level I (3)
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, moving from the center or “tan tien,” separation of yin and yang, and developing a soft and sensitive hand are emphasized. Cross-listed as TRA505.

TRA110  Aikido I (3)
We begin with centering ourselves and bringing that awareness to the situation of “conflict.” We simultaneously practice the kata of clean powerful attacks and harmonious defense responses, and ukemi, the art of falling. We emphasize extending energy and transforming the encounter to one of excitement and harmony. Bokken—aikido sword—is introduced. We establish links to the aikido lineage and training communities. We support our embodied experience by reading and reporting on texts of aikido history, philosophy, and technique. We study other contemporary sensei through video and visits to seminars. We journal our practice and write reflection papers. Cross-listed as TRA510.

TRA114  Indian Devotional and Raga Singing (3)
Singing, first of sixty-four traditional Indian arts, is an ancient system of yoga. Students learn to sing OM; chants that consist of naming and manifesting god; svaras—seven goddess tones, the notes from which all traditional scales are derived; ragas—crystals of pure sound. We study sonic transformation, or the means of transforming consciousness, and awareness using sound, such as Shabda Brahma [word is god], Nada Brahma [sound is god], etc. All students play the tambura, a stringed drone instrument. Cross-listed as TRA514.
**TRA120**
Ikebana/Kado I (3)
Ikebana is the Japanese art of flower arranging, stemming from a love of nature and a delight in developing the elegance and creativity of being human. Ikebana is also called "Kado, the way of flowers" because it is a contemplative practice (a "dharma art") as well as an art form. We study the classical and improvisational forms of the Sogetsu school. Ikebana teaches us that everyone has the gentleness and courage of artistic talent. Materials fee. Cross-listed as TRA520.

**TRA130**
Exploring the Traditional Eastern Arts (2)
Starting with sitting meditation, the experience of sitting and breathing in a stationary position is explored. The class progresses to yoga and an experience of intimate body awareness while moving and while still. T'ai-chi ch'uan follows, giving the student basic principles of how the body-mind moves in the world. Aikido explores principles of how one person moves and interacts with another. Ikebana (Japanese flower arranging) examines principles of how one relates to an object in space. This course is designed so students can experience the essence of these contemplative practices. Cross-listed as TRA532.

**TRA133**
Yoga I (3)
An introduction to the vast tradition of 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. Students engage with the practices of asana (postures designed to generate sensate awareness, alignment, strength and ease), pranayama (breath awareness and control), and dharana (meditation practices). Cross-listed as TRA515.

**TRA205**
T'ai-chi Ch'uan: Level II (3)
The first third of the form is corrected. The second third of the form is taught. While students continue to work on the basic principles, the concepts of becoming more relaxed, soft, and open in the body and mind are emphasized. Cross-listed as TRA525.

**TRA210**
Aikido II (3)
This class continues to build directly on the basic aikido teachings and philosophy to create greater centered and calm response to conflict in a martial encounter or in our everyday personal lives. Relaxed, nonaggressive learning is emphasized. Stamina and attention are developed. We support our embodied experience by reading and reporting on texts of aikido history, philosophy, and technique. We study the practice and ideas of other contemporary sensei on video and visits to seminars. We write papers and journals to enhance our mental reflection and insight on the complexity of our training experience. Cross-listed as TRA530.

**TRA220**
Ikebana/Kado II (3)
This class offers further exploration and in-depth study of ikebana, the Japanese art of flower arranging. Prerequisite: TRA210. Materials fee. Cross-listed as TRA540.

**TRA233**
Yoga II (3)
The psychology of the chakras. Students begin working with the chakras (inner energy vortices), which are explored from both a personal and transpersonal perspective, through the practices of asana, pranayama, meditation, and a variety of psychological approaches. This class continues the study of yoga's rich literature and philosophy. A regular home practice is required. Cross-listed as TRA535.

**TRA260**
Mudra Space Awareness (3)
Space can seem hostile, benevolent, seductive, or enriching. Our perceptions are colored by neurosis and are heightened by openness, depending on whether we struggle against or work creatively with obstacles. Students learn acting exercises designed by Chögyam Trungpa Rinpoche, the matri practice of the buddha families and experiments with space and form by selected Western directors. Class exercises help students develop an appreciation of themselves and others in the context of alive, ever-changing space. A studio class, some outside rehearsal, attendance, and willingness are the primary course requirements. Cross-listed as TRA560.

**TRA305**
T'ai-chi Ch'uan: Level III (2–3)
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. Cross-listed as TRA545.

**TRA310**
Aikido III (3)
Calm confidence and grace emerge naturally with the continued and consistent study of aikido movement. Bodies and concentration strengthen. One becomes more comfortable with the "confusion," the unknowing that precedes knowing. When one becomes more relaxed under pressure, speed, complexity, simplicity, and open heartedness begin to enter the martial engagements. One begins to understand how practice might become a lifetime commitment. Bokken and tanto kata are added to intensify the empty hand practice. Readings, reflective writing, and attendance at seminars all are required to further the students' development. Cross-listed as TRA550.

**TRA320**
Ikebana/Kado III (3)
This class offers further exploration and in-depth study of ikebana, the Japanese art of flower arranging. Prerequisite: TRA220. Materials fee. Cross-listed as TRA564.

**TRA333**
Yoga III (3)
This class extends the student's awareness and skills further. In addition to deepening the practice of asana, students learn advanced breathing practices (pranayama), bandhas and mudras (gestures that direct the current of life-force), concentration practices (dharana), yogic methods of physical purification, meditation (dhyana), internal and vocal sound (mantra), and more of yoga's rich literature and philosophy. A daily home practice is required. Cross-listed as TRA555.

**TRA405**
T'ai-chi Ch'uan Level IV: Push-Hands (1–3)
Push-hands, the two-person t'ai-chi ch'uan exercise, is the most immediate practical application of the t'ai-chi ch'uan form. Students learn to relax while in relationship with someone else’s energy. They experientially learn the principles of center and balance as well as the power of yielding. Students begin to utilize these principles not only in the push-hands situation but in everyday situations as well. You may be asked to do a combination of solo form and push-hands, depending on your level. Minimum prerequisite: completion of the form, form correction, and permission of the instructor. Cross-listed as TRA565.

**TRA410**
Aikido IV (2–3)
Further progress in aikido study is pursued at the nationally reputed Boulder Aikikai under the tutelage of Naropa’s aikido faculty. Students deepen their understanding, skill, and strength in ukemi; execution of basic and advanced techniques, and participate in bokken, jo, tanto training, and randori practice. Readings, discussions, and reflective writing are
required during weekly off-mat meetings. Students are also required to keep a daily practice journal. Cross-listed as TRA570.

TRA433
Yoga IV: Integral Practice and Teacher Training (3)
This course introduces students to an integral yoga practice, which combines asana, pranayama, concentration, and meditation. In addition, this class serves as an introduction to Yoga Teacher Training, intended to complement and conjoin Yoga V. We study the relationship between asana and meditation as well as the fundamentals of designing a yoga practice according to an individual's physiological, psychological, and spiritual constitution. Cross-listed as TRA575.

TRA437
Aikido Seminars—Mitsugi Saotome, Sensei and Hiroshi Ikeda, Sensei (0.5)
Each weekend seminar provides students with teachings and trainings with world-class teachers and opportunities to train with advanced students from around the country. Topics and faculty vary from year to year. Cross-listed as TRA537.

TRA444
Aikido Seminars – Mitsugi Saotome, Sensei and Hiroshi Ikeda, Sensei (0.5)
Each weekend seminar provides students with teachings and trainings with world-class teachers and opportunities to train with advanced students from around the country. Topics and faculty vary from year to year. Cross-listed as TRA547.

TRA449
Yoga V: Yoga Teacher Training (3)
Yoga V is designed to provide the foundation and training needed for students who aspire to teach yoga. This class examines the various topics essential to being a skilled yoga teacher, including how to safely and effectively teach asana and pranayama; the principles of effective speech; ethics; alignment; how to make adjustments; the sequencing of postures; knowledge of the yoga tradition; and the cultivation of one's authentic self-expression. Students also gain regular practice and experience in teaching. This class culminates in the student teaching a full yoga class for the other students and chosen guests. Prerequisite: Yoga I–III (Yoga IV can be taken simultaneously). Cross-listed as TRA549.

TRA450
Aikido V (2–3)
Further progress in aikido study is pursued at the nationally reputed Boulder Aikikai under the tutelage of Naropa's aikido faculty. Students deepen their understanding, skill, and strength in ukemi; execution of basic and advanced techniques, and participate in bokken, jo, tanto training, and randori practice. Readings, discussions, and reflective writing are required during weekly off-mat meetings. Students are also required to keep a daily practice journal. Cross-listed as TRA573.

TRA455
T’ai-chi Ch’uan Level V: Sword Form (1–3)
The t’ai-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 t’ai-chi ch’uan form and push-hands. Students may be asked to do a combination of solo form, push-hands, and sword form, depending on their level. Cross-listed as TRA585.

TRA463
Yoga Meditation Practicum (3)
Meditation, though often neglected in modern-day yoga, has always been a central practice in the yogic traditions. Asana, pranayama, and concentration are stepping stones, which provide a foundation from which meditation can effortlessly arise. We embark on a journey into the meditative traditions and practices of yoga. This includes the study and practice of concentration techniques (dharana), formless meditation (dhyanadr _yana_), dream and sleep yoga (yoga nidra), and the philosophical premises behind these practices. Open to second-, third-, and fourth-year students only. Cross-listed as TRA512.

TRA487
Aikido VI (2–3)
Further progress in aikido study is pursued at the nationally reputed Boulder Aikikai under the tutelage of Naropa's aikido faculty. Students deepen their understanding, skill, and strength in ukemi; execution of basic and advanced techniques, and participate in bokken, jo, tanto training, and randori practice. Readings, discussions, and reflective writing are required during weekly off-mat meetings. Students are also required to keep a daily practice journal. Cross-listed as TRA587.

TRA489
Senior Colloquium (1)
This required course is a process class and includes writing a journal that 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 main focus is the preparation and the presentation of the senior project. Traditional Eastern Arts students only.

TRA490
T’ai-chi Ch’uan Level VI (1–3)
Students further their understanding of t’ai-chi ch’uan principles and integrate them deeper into their practice of forms and applications (push-hands or tui shou and sword). There are readings of the t’ai-chi ch’uan classics and other related literature, discussions, and reflective writing during informal community gatherings. Students are asked to keep a journal to track their progress.

TRA491
Aikido VII (2–3)
Further progress in aikido study is pursued at the nationally reputed Boulder Aikikai under the tutelage of Naropa's aikido faculty. Students deepen their understanding, skill, and strength in ukemi; execution of basic and advanced techniques, and participate in bokken, jo, tanto training, and randori practice. Readings, discussions, and reflective writing are required during weekly off-mat meetings. Students are also required to keep a daily practice journal.

TRA493
T’ai-chi Ch’uan Level VII (1–3)
Students further their understanding of t’ai-chi ch’uan principles and integrate them deeper into their practice of forms and applications (push-hands or tui shou and sword). There are readings of the t’ai-chi ch’uan classics and other related literature, discussions, and reflective writing during informal community gatherings. Students are asked to keep a journal to track their progress.
TRA494
Aikido VIII (2–3)
Further progress in aikido study is pursued at the nationally reputed Boulder Aikikai under the tutorship of Naropa’s aikido faculty. Students deepen their understanding, skill, and strength in ukemi; execution of basic and advanced techniques, and participate in bokken, jo, tanto training, and randori practice. Readings, discussions, and reflective writing are required during weekly off-mat meetings. Students are also required to keep a daily practice journal.

TRA496
T’ai-chi Ch’uan Level VIII (1–3)
Students further their understanding of t’ai-chi ch’uan principles and integrate them deeper into their practice of forms and applications (push-hands or tui shou and sword). There are readings of the t’ai-chi ch’uan classics and other related literature, discussions, and reflective writing during informal community gatherings. Students are asked to keep a journal to track their progress.

TRA499
Independent Study (1–3)
Taught by the instructor of the core awareness discipline, this class focuses on the history, culture, and philosophy of the major awareness discipline. The student and teacher meet in the beginning, middle, and end of the semester. Traditional Eastern Arts students only.
The MA Religious Studies degree offers two concentrations: Contemplative Religions and Indo-Tibetan Buddhism.

**MA RELIGIOUS STUDIES: CONTEMPLATIVE RELIGIONS**

This 45-credit concentration is designed for students who wish to join the academic study of comparative religions with interreligious dialogue, contemplative practice, and personal investigation. Students develop literacy in the living practice traditions of a variety of world religions, with special emphasis on integrating the mystical contemplative dimension with the teachings and other aspects of the traditions as well as on learning interreligious dialogue skills for communicating across religious differences in an environment of global pluralism. Students work with faculty members who are both academically and spiritually trained in the teachings and practices of their respective traditions.

**Culminating Requirements**

The degree program concludes with an oral comprehensive exam as well as a master's paper or project.

**MA in Religious Studies: Contemplative Religions Requirements**

**First year, fall**

- REL645  Methods and Issues in the Study of Religion (3)
- REL779  Interreligious Dialogue: Theory and Practice (3)
- Religious Studies elective (3)
- Contemplative Practice elective (3)

**SUBTOTAL 12**

**First year, spring**

- REL585  Spiritual Models of Social Action (3)
- REL651  Contemplative Practice Retreat [noncredit]
- Three Religious Studies electives (9)

**SUBTOTAL 12**

**Second year, fall**

- REL655  Trends in Religious Studies (3)
- Contemplative Practice elective (3)
- Two Religious Studies electives (6)

**SUBTOTAL 12**

**Second year, spring**

- REL672  Non-Dualism in Theory and Practice (3)
- REL880  Comprehensive Exam [noncredit]
- REL885  MA/MDiv Final Project [noncredit]
- Contemplative Practice elective (3)
- Religious Studies elective (3)

**SUBTOTAL 9**

**TOTAL CREDITS 45**

* It is recommended that students complete the noncredit monthlong Contemplative Practice Retreat requirement (REL651) no later than the winter break between the fall and spring semesters of their second year. This requirement can be done in two two-week sections.

**Religious Studies Electives**

**General Electives**

- REL525  Contemplative Christianity (3)
- REL529  Foundations of Judaism: Torah, Prayer, and Acts of Kindness (3)
- REL530  Contemplative Hinduism (3)
- REL535  Introduction to Jewish Mysticism (3)
- REL545  Contemplative Islam (3)
- REL623  Religious Experience in Africa: Sacred Cosmos, Ritual, and Community (3)
- REL625  Prayer and Prophecy: Biblical Literatures (3)
- REL634  Hindu Yoga-Tantra (3)
- REL676  Contemplative Jewish Practice (3)
- REL749  Contemporary American Religion (3)

**Buddhism Electives**

- REL540  Zen Buddhism (3)
- REL546  Buddhism in America: Dharma Comes West (3)
- REL611  The First Turning of the Wheel: Nature of Mind and Emotions (3)
- REL614  Mind and Its World I (3)
- REL624  Mind and Its World II (3)
- REL661  The Second Turning of the Wheel: The Bodhisattva Path (3)
- REL701  The Middle Way School (3)
- REL710  The Third Turning of the Wheel (3)
- REL751  Buddhism in Tibet (3)
- REL760  Vajrayana: Symbol, Iconography, and Ritual (3)

**Contemplative Practice Electives**

- REL504W  The Breeze of Simplicity: Buddhist Meditation Weekend (1)
- REL540  Zen Buddhism (3)
- REL554W  Opening the Heart: Buddhist Meditation Weekend (1)
- REL571  Centering Prayer as Christian Contemplation (3)
- REL600  Meditation Practicum I: Seeds of Peace (3)*
- REL609W  Mindfulness Instructor Training I (1)**
- REL620  Meditation Practicum II: Self and No-Self (3)*
- REL635  Meditation Practicum III: Mind-Training (3)*
- REL690W–791W  Shambhala Training Levels I–XII (1)
- REL709W  Mindfulness Instructor Training II (1)**
- REL780W  Meditation Practicum IV: Maitri and Mandala (3)*
- REL809W  Mindfulness Instructor Training III (1)**

* These courses must be taken in sequence.
** These courses must be taken in sequence. The prerequisites for REL609W are Meditation Practicum I and II, as well as a month long Buddhist meditation intensive, two weeks of which must be completed before the class begins.

**MA RELIGIOUS STUDIES WITH LANGUAGE:**

**CONTEMPLATIVE RELIGIONS**

This MA degree includes all the course work of the MA Religious Studies degree with the Contemplative Religions concentration, which is enriched by training in either Sanskrit or Tibetan through two years (16 credits) of course work or more. This 61-credit concentration is designed for students who wish to join the academic study of comparative religions with interreligious dialogue, contemplative practice, and personal investigation. Students develop literacy in the living practice traditions of a variety of world religions, with special emphasis on integrating the mystical contemplative dimension with the teachings and other aspects of the traditions as well as on learning interreligious dialogue skills for communicating across religious differences in an environment of global
plurality. Students work with faculty members who are both academically and spiritually trained in the teachings and practices of their respective traditions.

**Sanskrit**

The lingua franca of Buddhism, Sanskrit stood close to the spoken tongue of the Buddha himself; it was the idiom of Indian Buddhist texts, and it functioned as the common language of Buddhism throughout Asia. The Sanskrit language option provides students with a knowledge of Sanskrit grammar and vocabulary, as well as initial reading knowledge providing access to the world of Buddhist texts.

**Tibetan**

Study of the Tibetan language provides access to the rich and diverse world of Tibetan Buddhist literature, to the oral teachings of contemporary Tibetan masters, and to a great body of Indian texts that survive only in Tibetan translation. The Tibetan language option provides training in both classical Tibetan and the spoken language. Study of classic Tibetan involves learning grammar and vocabulary of the classical language and the reading of texts. Modern Tibetan is learned through the study of the contemporary idiom with practice in hearing and speaking Tibetan.

The course of study of the Tibetan Tradition emphasis includes attending a monthlong summer program of Nitartha Institute between the first and second years of the degree program.

**Culminating Requirements**

The degree program concludes with an oral comprehensive exam as well as a master’s paper or project which can include a translation of Sanskrit or Tibetan.

**MA in Religious Studies with Language:**

**Contemplative Religions Requirements**

**First year, fall**

- REL503 Tibet I (4) or REL507 Sanskrit I (4)
- REL645 Methods and Issues in the Study of Religion (3)
- REL779 Interreligious Dialogue: Theory and Practice (3)

Religious Studies elective (3)

Contemplative Practice elective (3)

**SUBTOTAL 16**

**First year, spring**

- REL533 Tibet II (4) or REL537 Sanskrit II (4)
- REL585 Spiritual Models of Social Action (3)
- REL651 Contemplative Practice Retreat (noncredit)

Three Religious Studies electives (9)

**SUBTOTAL 16**

**Second year, fall**

- REL553 Tibet III (4) or REL557 Sanskrit III (4)
- REL655 Trends in Religious Studies (3)

Contemplative Practice elective (3)

Two Religious Studies electives (6)

**SUBTOTAL 16**

**Second year, spring**

- REL583 Tibet IV (4) or REL587 Sanskrit IV (4)
- REL672 Non-Dualism in Theory and Practice (3)
- REL880 Comprehensive Exam (noncredit)
- REL885 MA/MDiv Final Project (noncredit)

Religious Studies elective (3)

Contemplative Practice elective (3)

**SUBTOTAL 13**

**TOTAL CREDITS 61**

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**Religious Studies Electives**

**Buddhism Electives**

- REL540 Zen Buddhism (3)
- REL546 Buddhism in America: Dharma Comes West (3)
- REL611 The First Turning of the Wheel: Nature of Mind and Emotions (3)
- REL614 Mind and Its World I (3)
- REL624 Mind and Its World II (3)
- REL661 The Second Turning of the Wheel: The Bodhisattva Path (3)
- REL701 The Middle Way School (3)
- REL710 The Third Turning of the Wheel (3)
- REL751 Buddhism in Tibet (3)
- REL760 Vajrayana: Symbol, Iconography, and Ritual (3)

**General Electives**

- REL525 Contemplative Christianity (3)
- REL529 Foundations of Judaism: Torah, Prayer, and Acts of Kindness (3)
- REL530 Contemplative Hinduism (3)
- REL535 Introduction to Jewish Mysticism (3)
- REL545 Contemplative Islam (3)
- REL623 Religious Experience in Africa: Sacred Cosmos, Ritual, and Community (3)
- REL625 Prayer and Prophecy: Biblical Literatures (3)
- REL634 Hindu Yoga-Tantra (3)
- REL676 Contemplative Jewish Practice (3)
- REL749 Contemporary American Religion (3)

**Contemplative Practice Electives**

- REL504W The Breeze of Simplicity: Buddhist Meditation Weekend (1)
- REL540 Zen Buddhism (3)
- REL554W Opening the Heart: Buddhist Meditation Weekend (1)
- REL571 Centering Prayer as Christian Contemplation (3)
- REL600 Meditation Practicum I: Seeds of Peace (3)*
- REL609W Meditation Practicum II: Mindfulness Instructor Training (1)**
- REL620 Meditation Practicum II: Self and No-Self (3)*
- REL635 Meditation Practicum III: Mind-Training (3)*
- REL679W Shambhala Training Levels I–XII (1)
- REL709W Mindfulness Instructor Training II (1)**
- REL780 Meditation Practicum IV: Maitri and Mandala (3)*
- REL809W Mindfulness Instructor Training III (1)**

* These courses must be taken in sequence.

** MA IN RELIGIOUS STUDIES: INDO-TIBETAN BUDDHISM**

The MA Religious Studies with Indo-Tibetan Buddhism concentration offers two emphases: History of Religions and Tibetan Traditions.

Tibet has played a central role in the development of Buddhism in Asia, including the preservation of the scholastic traditions and texts of India while deepening the meditative practices and insights of the Indian oral traditions. This MA degree surveys Indian and Tibetan Buddhism with an emphasis on textual and meditative lineages, integrating study and practice each semester. The faculty includes Western-trained academics and English-speaking Tibetan lamas extensively trained in their own traditions.

**Two Emphases: History of Religions or Tibetan Tradition**

For their second academic year, students choose either the History of Religions emphasis or the Tibetan Tradition emphasis.
History of Religions Emphasis
The History of Religions emphasis has been developed by Naropa’s core faculty over the past twenty-five years and investigates the Buddhist tradition in light of its many dimensions in culture: textual, historical, artistic, and meditative. “History of Religions” refers to academic study that values religion, in this case Buddhism, as an expression of cultures over time, manifesting in literature, the arts, social institutions, traditions of saints, ethics and philosophy, and myth and symbol. While History of Religions introduces critical methods of contemporary scholarship, such as textual analysis and phenomenology, at the forefront is the exploration of the richness of religious imagination and practice.

Tibetan Tradition Emphasis
In the Tibetan Tradition emphasis, students acquire the systematic foundation in Indo-Tibetan Buddhism that students receive in a traditional Tibetan monastic college (shedra), utilizing a blend of traditional and Western styles of pedagogy, based on the materials, teaching methods, and forms of analytical meditation developed at Nitartha Institute since its founding in 1996 by The Dzogchen Ponlop Rinpoche. Presenting all Three Turnings of the Wheel of Dharma, these courses emphasize the union of view, meditation and conduct, and utilize elements of the History of Religions methods described above. (For background information, see www.nitarthainstitute.org.)

The course of study of the Tibetan Tradition emphasis includes attending a monthlong summer program of Nitartha Institute between the first and second years of the degree program.

Culminating Requirements
The degree program concludes with an oral comprehensive exam as well as a master’s paper or project.

MA in Religious Studies:
Indo-Tibetan Buddhism Requirements
First year, fall
REL600 Meditation Practicum I: Seeds of Peace (3)
REL611 The First Turning of the Wheel: Nature of Mind and Emotions (3)
REL614 Mind and Its World I (3)
REL645 Methods and Issues in the Study of Religion (3)
SUBTOTAL 12

First year, spring
REL620 Meditation Practicum II: Self and No-Self (3)
REL624 Mind and Its World II (3)
REL650 Dathün: Monthlong Meditation Intensive (noncredit)
REL661 The Second Turning of the Wheel: The Bodhisattva Path (3)
SUBTOTAL 9

First year, summer
Tibetan Tradition emphasis students will attend Nitartha Institute**
REL705 The Mind Only School (1.5) Tibetan Tradition emphasis only
REL720 Buddha Nature and Shentong Traditions (1.5)
SUBTOTAL 3 (Tibetan Tradition emphasis)

Second year, fall
REL635 Meditation Practicum III: Mind-Training (3)
REL701 The Middle Way School (3)
Two Religious Studies electives (6)
SUBTOTAL 12

Second year, spring
REL710 The Third Turning of the Wheel (3)
REL751 Buddhism in Tibet (3) or
REL760 Vajrayana: Symbol, Iconography, and Ritual (3)
REL780 Meditation Practicum IV: Maitri and Mandala (3)
REL880 Comprehensive Exam (noncredit)

REL885 Master’s Project (noncredit)
Religious Studies elective (3) History of Religions emphasis only
SUBTOTAL 9 [12: History of Religions emphasis]

TOTAL CREDITS 45

* It is highly recommended that students complete the noncredit monthlong dathün requirement (REL650) by the winter break between the fall and spring semesters of their first year, or at the latest during the summer following their first year.

** Students are required to complete the requirement of attending a monthlong Nitartha Institute program in the summer following their first year. This is integral to the sequence of the curriculum.

Religious Studies Electives
Buddhism Electives
REL540 Zen Buddhism (3)
REL546 Buddhism in America: Dharma Comes West (3)
REL751 Buddhism in Tibet (3)
REL760 Vajrayana: Symbol, Iconography, and Ritual (3)

General Electives
REL525 Contemplative Christianity (3)
REL529 Foundations of Judaism: Torah, Prayer, and Acts of Kindness (3)
REL530 Contemplative Hinduism (3)
REL535 Introduction to Jewish Mysticism (3)
REL545 Contemplative Islam (3)
REL585 Spiritual Models of Social Action (3)
REL623 Religious Experience in Africa: Sacred Cosmos, Ritual, and Community (3)
REL625 Prayer and Prophecy: Biblical Literatures (3)
REL634 Hindu Yoga-Tantra (3)
REL655 Trends in Religious Studies (3)
REL672 Non-Dualism in Theory and Practice (3)
REL676 Contemplative Jewish Practice (3)
REL749 Contemporary American Religion (3)
REL779 Interreligious Dialogue: Theory and Practice (3)

Contemplative Practice Electives
REL504W The Breeze of Simplicity: Buddhist Meditation Weekend (1)
REL540 Zen Buddhism (3)
REL554W Opening the Heart: Buddhist Meditation Weekend (1)
REL571 Centering Prayer as Christian Contemplation (3)
REL609W Mindfulness Instructor Training I (1)*
REL690W-795W Shambhala Training I–XII (1)
REL709W Mindfulness Instructor Training II (1)*
REL809W Mindfulness Instructor Training III (1)*

* These courses must be taken in sequence. The prerequisites for REL609W are Meditation Practicum I and II, as well as a Buddhist month long meditation intensive, two weeks of which must be completed before the class begins.

MA IN RELIGIOUS STUDIES WITH LANGUAGE:
INDO-TIBETAN BUDDHISM
The MA Religious Studies with Language degree with the Indo-Tibetan Buddhism concentration offers two emphases: History of Religions and Tibetan Tradition. This MA degree includes all the course work of the MA Religious Studies degree with the Indo-Tibetan Buddhism concentration, which is enriched by training in either Sanskrit or Tibetan through two years (16 credits) of course work or more. This degree surveys Indian and Tibetan Buddhism with emphasis on textual and meditative lineages, integrating study and practice each semester, with the added dimension of exploring Buddhist texts beyond the filter of a particular English translation through language study. The faculty includes Western-trained academics and acharyas (master teachers) steeped in Tibetan Buddhist practice as well as English-speaking Tibetan lamas extensively trained in their own traditions.
Sanskrit
The lingua franca of Buddhism, Sanskrit stood close to the spoken tongue of the Buddha himself; it was the idiom of Indian Buddhist texts, and it functioned as the common language of Buddhism throughout Asia. The Sanskrit language option provides students with a knowledge of Sanskrit grammar and vocabulary, as well as initial reading knowledge, providing access to the world of Buddhist texts.

Tibetan
Study of the Tibetan language provides access to the rich and diverse world of Tibetan Buddhist literature, to the oral teachings of contemporary Tibetan masters, and to a great body of Indian texts that survive only in Tibetan translation. The Tibetan Language option provides training in both classical Tibetan and the spoken language. Study of classic Tibetan involves learning grammar and vocabulary of the classical language and the reading of texts. Modern Tibetan is learned through the study of the contemporary idioms with practice in hearing and speaking Tibetan.

Two Emphases: History of Religions or Tibetan Tradition
For their second academic year, students choose either the History of Religions or Tibetan Tradition emphasis.

History of Religions Emphasis
The History of Religions emphasis has been developed by Naropa’s core faculty over the past twenty-five years and investigates the Buddhist tradition in light of its many dimensions in culture: textual, historical, artistic, and meditative. “History of Religions” refers to academic study that values religion, in this case Buddhism, as an expression of cultures over time, manifesting in literature, the arts, social institutions, traditions of saints, ethics and philosophy, and myth and symbol. While History of Religions introduces critical methods of contemporary scholarship, such as textual analysis and phenomenology, at the forefront is the exploration of the richness of religious imagination and practice.

Tibetan Tradition Emphasis
In the Tibetan Tradition emphasis, students acquire the systematic foundation in Indo-Tibetan Buddhism that students receive in a traditional Tibetan monastic college (shedra), utilizing a blend of traditional and Western styles of pedagogy, based on the materials, teaching methods, and forms of analytical meditation developed at Nitartha Institute since its founding in 1996 by The Dzogchen Ponlop Rinpoche. Presenting all three turnings of the Wheel of Dharma, these courses emphasize the union of view, meditation and conduct, and utilize elements of the History of Religions methods described above. (For background information, see www.nitarthainstitute.org.)

The course of study of the Tibetan Tradition emphasis includes attending a monthlong summer program of Nitartha Institute between the first and second years of the degree program.

Tibetan Apprenticeship Program
Students who have completed at least four Tibetan courses are eligible to apply to the Nalanda Translation Committee Apprenticeship Program, which provides funding for a year (or more) for further Tibetan language training with the translation committee after they graduate.

Culminating Requirements
The degree program concludes with an oral comprehensive exam as well as a master’s paper or project which can be a translation of Sanskrit or Tibetan.

MA in Religious Studies with Language: Indo-Tibetan Buddhism Requirements
First year, fall
REL503 Tibetan I (4) or
REL507 Sanskrit I (4)
REL600 Meditation Practicum I: Seeds of Peace (3)

REL611 The First Turning of the Wheel: Nature of Mind and Emotions (3)
REL614 Mind and Its World I (3)
SUBTOTAL 13

First year, spring
REL533 Tibetan II (4) or
REL537 Sanskrit II (4)
REL620 Meditation Practicum II: Self and No-Self (3)
REL624 Mind and Its World II (3)
REL650 Dathün: Monthlong Meditation Intensive (noncredit)
REL661 The Second Turning of the Wheel: The Bodhisattva Path (3)
Religious Studies elective (3)
SUBTOTAL 16

First year, summer
Tibetan Tradition emphasis students will attend Nitartha Institute**
REL705 The Mind Only School (1.5) Tibetan Tradition emphasis only
REL720 Buddha Nature and Shentong Traditions (1.5)
Tibetan Tradition emphasis only
SUBTOTAL 3 (Tibetan Tradition emphasis)

Second year, fall
REL553 Tibetan III (4) or
REL557 Sanskrit III (4)
REL635 Meditation Practicum III: Mind-Training (3)
REL645 Methods and Issues in the Study of Religion (3)
REL701 The Middle Way School (3)
Religious Studies elective (3)
SUBTOTAL 16

Second year, spring
REL583 Tibetan IV (4) or
REL587 Sanskrit IV (4)
REL710 The Third Turning of the Wheel (3)
REL751 Buddhism in Tibet (3) or
REL760 Vajrayana Symbol, Iconography, and Ritual (3)
REL780 Meditation Practicum IV: Maitri and Mandala (3)
Religious Studies elective (3) History of Religions emphasis only
REL780 Comprehensive Exam (noncredit)
REL785 Master’s Project (noncredit)
SUBTOTAL 13 (16 History of Religions emphasis)
TOTAL CREDITS 61

* It is highly recommended that students complete the noncredit monthlong Dathün requirement (REL650) by the winter break between the fall and spring semesters of their first year, or at the latest during the summer following their first year.
** Students are required to complete the requirement of attending a monthlong Nitartha Institute program in the summer following their first year. This is integral to sequence of the curriculum.

Religious Studies Electives
General Electives
REL525 Contemplative Christianity (3)
REL529 Foundations of Judaism: Torah, Prayer, and Acts of Kindness (3)
REL530 Contemplative Hinduism (3)
REL535 Introduction to Jewish Mysticism (3)
REL545 Contemplative Islam (3)
REL623 Religious Experience in Africa: Sacred Cosmos, Ritual, and Community (3)
REL625 Prayer and Prophecy: Biblical Literatures (3)
REL634 Hindu Yoga-Tantra (3)
REL676 Contemplative Jewish Practice (3)
REL749 Contemporary American Religion (3)
Buddhism Electives

- REL540  Zen Buddhism (3)
- REL546  Buddhism in America: Dharma Comes West (3)
- REL611  The First Turning of the Wheel: Nature of Mind and Emotions (3)
- REL614  Mind and Its World I (3)
- REL624  Mind and Its World II (3)
- REL661  The Second Turning of the Wheel: The Bodhissatva Path (3)
- REL701  The Middle Way School (3)
- REL710  The Third Turning of the Wheel (3)
- REL751  Buddhism in Tibet (3)
- REL760  Vajrayana: Symbol, Iconography, and Ritual (3)

Contemplative Practice Electives

- REL504W  The Breeze of Simplicity: Buddhist Meditation Weekend (1)
- REL540  Zen Buddhism (3)
- REL554W  Opening the Heart: Buddhist Meditation Weekend (1)
- REL571  Centering Prayer as Christian Contemplation (3)
- REL600  Meditation Practicum I: Seeds of Peace (3)*
- REL609W  Mindfulness Instructor Training I (1) **
- REL620  Meditation Practicum II: Self and No-Self (3)*
- REL635  Meditation Practicum III: Mind-Training (3)*
- REL690W-791W  Shambhala Training Levels I-XII (1)
- REL709W  Mindfulness Instructor Training II (1)*
- REL780  Meditation Practicum IV: Maithri and Mandala (3)*
- REL809W  Mindfulness Instructor Training III (1)**

* These courses must be taken in sequence.
** These courses must be taken in sequence. The prerequisites for REL609W are Meditation Practicum I and II, as well as a monthlong Buddhist meditation intensive, two weeks of which must be completed before the class begins.

MA in Religious Studies Course Descriptions

- REL501W  Theravada Vipassana Weekend (1)
  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 includes mindfulness practice in sitting, walking, and daily life through short talks, guided meditations, and the practice of “noble silence.” Cross-listed with REL157W.

- REL503  Tibetan I (4)
  This class develops a foundation in literary Tibetan and begins the study of modern spoken Tibetan. The first semester focuses on the grammatical foundation of the language, the acquisition of basic vocabulary, and training in the skills of correct pronunciation, handwriting, and spelling. Students should expect to study at least eight hours a week outside of class. Cross-listed as REL274.

- REL504W  The Breeze of Simplicity: Buddhist Meditation Weekend (1)
  Buddhist meditation is based on the path of seeing who we really are, very simply and naturally. The basics of sitting meditation practice from the Buddhist tradition are introduced. Beginning or experienced meditation students are guided through this direct experience of mind. This weekend includes lectures, discussion, and meditation. Cross-listed as REL158W.

- REL507  Sanskrit I (4)
  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, 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). Students should expect to study at least six hours a week outside of class. Cross-listed as REL277.

- REL512  Engaged Buddhism Training I (3)
  This course focuses on setting up students’ service-learning program for year one and on giving them the context and skills to maximize the benefit of their service-learning experience. It involves a combination of regular on-campus classroom work and fieldwork including on-site visits to various social agencies, nonprofits, NGOs, and other social action projects. It also includes several models for contemplative social action. One of the primary goals of this first-semester training is to create a learning community among the students that becomes the vehicle and context for their journey. Cross-listed as REL360.

- REL525  Contemplative Christianity (3)
  This course examines the contemplative and mystical tradition of Christianity and its recent recovery by mainstream Christians through the work of Thomas Merton and others. Students will examine contemplative perspectives on such major topics as God, Christ, salvation, divine union, deification, scripture, and spiritual evolution, especially as these views contrast with modern fundamentalism. This class will also study the contributions of the major historical writers of the tradition. The class includes ample time for contemplative practice. Offered alternate years.

- REL527e  Buddha Nature: The Nature of Enlightenment in the Uttaratantra and Mahamudra (3)
  One of Buddhism’s most important teachings is the doctrine of tathagatagarbha, or buddha nature, which proclaims the natural enlightenment of all beings, and the importance of uncovering this already present enlightenment through penetrating insight and meditation practice. The philosophy propounded in the Uttaratantra underlies the teachings of the Mahamudra tradition, one of the most profound Buddhist lineages of practice and accomplishment. This course examines the relationship of these two traditions through a close study of a landmark treatise by Gō Lotsawa (1392–1481 A.D.) and provides a rare opportunity to study the basis of the Mahamudra teachings in the Buddhist sutra tradition. Prerequisite: Several courses in Buddhist studies. Cross-listed as REL347e.

- REL529  Foundations of Judaism: Torah, Prayer, and Acts of Kindness (3)
  This course traces the evolution of rabbinic Judaism in its history, beliefs, literature, and practices. Beginning with its formation in the first century of the Common Era, we follow major developments through the Middle Ages and into the modern period. Along the way, we learn about the Jewish conception of Torah in both its metaphysical and practical elements. We study material from the foundational texts of the Oral Torah: Mishnah, Gemara, and Midrash, as well as later texts. Jewish law, philosophy, Kabbalah, sacred time, and contemplative prayer are studied and discussed. Cross-listed as REL229.

- REL530  Contemplative Hinduism (3)
  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 alternate years. Cross-listed as REL330.

- REL532e  Buddhism: The Way of Wisdom and Compassion (3)
  Providing a basic introduction to the ideas, perspectives, and practices of Buddhism, this course looks at the life and cultural context of Buddha Shakyamuni, founder of Buddhism. Students then examine the core teachings of Buddhism as found in the four noble truths. Discussions 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. Cross-listed as REL342.

REL533
Tibetan II (4)
A continuation of Tibetan I. The second semester continues the work begun in Tibetan I with the addition of working on an actual Tibetan text. Students use a mandala approach of developing varied oral, aural, and written skills to produce an overall knowledge of the language. Prerequisite: REL503. Cross-listed as REL284.

REL535
Introduction to Jewish Mysticism (3)
The course focuses on three major trends in the history of Jewish mysticism: Spanish Kabbalah, the School of Isaac Luria, and East European Hasidism. Topics include theosophy and theurgy, ecstatic and contemplative prayer, mystical psychology, soul transmigration, and esoteric interpretation of scripture. The course provides a basic kabbalistic vocabulary and introduction to primary mystical sources that prepare a student for further study of contemplative Judaism. Offered alternate years.

REL536e
Buddhist Teachings on Mind and Emotions: The Abhidharma Tradition (3)
Tracing the Buddha’s early discoveries about mind and emotion, this course follows the pedagogy of meditative investigation. The curriculum, called the Abhidharma, the school of refined investigation, follows the Abhidharma sources of several Buddhist traditions, especially those foundational to Vippassana meditation of the Theravada school and Shamatha-vipashyana meditation of Tibetan Buddhism. The course integrates elements from traditional monastic training adapted to a contemporary setting: weekly memorization of a passage of scripture, guided contemplations, and the reading of Buddhist scripture in translation. Relevant parallels with contemporary psychology and cognitive science are also indicated. Cross-listed as REL341.

REL537
Sanskrit II (4)
A continuation of Sanskrit I. Prerequisite: REL507. Cross-listed as REL287.

REL539
Biblical Hebrew I (4)
A thorough introduction to biblical Hebrew, the language of Tanakh (Old Testament), the course begins with mastering the Hebrew alphabet and covers major aspects of biblical Hebrew grammar. Special emphasis is placed on conjugation of verbs, inflection of nouns and pronouns, and acquisition of basic vocabulary. The goal is to provide the student with sufficient knowledge of biblical Hebrew for reading a variety of elementary biblical texts.

REL540
Zen Buddhism (3)
Taking the path of Zen is for the purpose of bringing about a profound transformation at the core of one’s being, enabling one to live with greater selflessness and affection for the benefit of all that breathe and does not breathe. The course includes instruction in zazen (the cornerstone meditation practice of Zen); periods of sitting zazen, instructions on applying mindfulness to one’s daily life, as well as studying the classic texts and teachings of the tradition. The course may include all-day sitting at one of the Zen centers in the Denver area.

REL545
Contemplative Islam (3)
An introduction to the belief system and cultures of the Islamic world via an interactive approach. Emphasis is placed on the traditional values, beliefs, and prescribed practices of the Islamic world as expounded in the key authoritative Islamic sources: the Qur’an and the Sunna of the Prophet Muhammad. A central theme that is examined is the doctrine of tawhid, or the unity of God, which underlies all Islamic thought and belief. Students participate in a variety of Islamic rituals and practices in order to gain a firsthand experience of Islam. Offered alternate years.

REL546
Buddhism in America: Dharma Comes West (3)
This course surveys the variety of ways in which Buddhism continues to influence contemporary American culture, and in turn be influenced by it. In particular, we explore the ways in which Buddhism has changed and adapted in various American Buddhist communities. Our scope includes spirituality and religion, literature, social activism, pluralism, and dialogue. Student projects focus on specific Buddhist communities that have joined facets of Buddhist and American culture. Grading criteria includes short writing assignments, final exam, and term paper. Cross-listed as REL348.

REL547
Monthlong Meditation Intensive: A Program of Buddhist Practice and Study (1.5–6)
This intensive, called a “teaching Dathün,” is a four-week, 3-credit program at Shambhala Mountain Center in the mountains of northern Colorado. Participants sit for about eight hours each day, eat meals Japanese Zen or “oryoki” style, and have daily talks on meditation and the spiritual path. Other elements include meditation interviews, group discussions, and community activities. Other teaching Dathüns may receive 1.5 to 3 credits also with prior approval of the department. Other nonteaching Dathüns may receive up to 3 credits. Cross-listed as REL258.

REL552W
Zen Intensive Weekend (1)
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 looks at how this Zen paradigm—its teachings, practices, and realization—can be a personal vision and part of professional contemporary psychology. Cross-listed as REL156W.

REL553
Tibetan III (4)
This course continues to expand student knowledge of the grammar and vocabulary of literary Tibetan primarily through translating texts in different genres such as sutras, lives of Buddhist saints, history, philosophy, and so forth. It also continues to develop student knowledge of spoken Tibetan. Prerequisite: REL533. Cross-listed as REL375.

REL554W
Opening the Heart: Buddhist Meditation Weekend (1)
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 that allows one to look deeply into this pain and confusion in order to discover the courageous heart available to everyone. This weekend introduces the lojong (mind training) teachings of the twelfth-century Buddhist master Atisha that demonstrate in a practical way how to engage the world and to transform pain and confusion into compassion. Cross-listed as REL255W.

REL557
Sanskrit III (4)
A continuation into the second year of basic Sanskrit grammar, pronunciation, dictionary usage, and vocabulary acquisition. There is strong emphasis on noun compounds (samaasas). We move onwards through the Goldman and Goldman primer, Devavanipravesika. We read selectively in a range of texts, including Hindu and Buddhist scripture, and secular court poetry. Stanzas from Bhagavad Gita are introduced, as well as the Heart Sutra. Particular attention is given in class to Indic culture, its connection to Sanskrit language and religious traditions, and issues raised by the work of translation. Cross-listed as REL377.
REL562 Engaged Buddhism Training II: Marginalized Populations—Ministry and Social Entrepreneurship (3)
The focal point of EB Training II is a street retreat in Denver during practice week and a social action project carried out by the students as a group. The street retreat is led by a peacemaker priest or another street retreat leader approved by the Peacemaker Community. The retreat is preceded by sufficient classroom work to prepare the students and followed up with further classroom work to help students integrate their experience into their overall learning path. Students also conceive, plan, and carry out a social action project as a group. Cross-listed as REL370.

REL568 Biblical Hebrew II (4)
This course provides an understanding of a PaRDeS-exegesis tool for comprehensive understanding of biblical text on four dimensions; a system of hermeneutics that gives learners keys that help them to penetrate the different layers of the text and enable them to move from the explicit to the implicit levels.

REL571 Centering Prayer as Christian Contemplation (3)
This course introduces the Christian contemplative practice of Centering Prayer, as taught by Fr. Thomas Keating and Contemplative Outreach. It places this practice in the broader tradition of Christian contemplation, as a path of transformation in Christ that allows greater freedom in oneself and greater compassion for others. The course includes instruction in an active practice for integrating Centering Prayer into daily life, a day of intensive practice, and study of Christian contemplative practice. Cross-listed as REL271.

REL583 Tibetan IV (4)
This course continues to expand student knowledge of the grammar and vocabulary of literary Tibetan primarily through translating texts in different genres such as sutras, lives of Buddhist saints, history, philosophy, and so forth. Also continues to develop student knowledge of spoken Tibetan. Prerequisite: REL553. Cross-listed as REL385.

REL585 Spiritual Models of Social Action (3)
A study of historical and contemporary figures who exemplify the spiritual ideals of nonviolent social action, tracing their unique ways of turning their personal challenges into nonviolent leadership. Drawing upon autobiography, biography, critical analysis, and film as source material, students develop a personal dialogue with each of these activists, examining how inner and outer journeys join in spiritually based social activism. Activists studied include major historical figures such as Mohandas K. Gandhi and Martin Luther King Jr., as well as recent Nobel Peace Prize recipients such as Shirin Ebadi, Desmond Tutu, and quasi-leaderless movements such as The Mothers of La Plaza de Mayo. Cross-listed as REL312.

REL587 Sanskrit IV (4)
This semester completes the range of Sanskrit grammar, with secondary conjugations, vocabulary acquisition, an investigation of etymology, and a study of the principles behind words and their meanings. In addition to finishing the textbook on grammar, the DevavaniPravesika, the class reads examples of a range of Buddhist, Hindu, and secular verses. Increased attention is given to translation and the hands-on practice of bringing ancient texts into the contemporary world. Cross-listed as REL387.

REL600 Meditation Practicum I: Seeds of Peace (3)
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. MA and MDiv.

REL602 Communication: Family Systems (3)
This class examines family patterns as they impact our ability to communicate with and to be present to others. By means of genograms, Virginia Satir’s experiential exercises, family sculpts, and the contemplative practices of basic attendance and exchange, students explore their ability to open and their “rules for commenting” in relationship. It is recommended that graduate students taking this class also enroll in the related 1-credit class, REL616, Process Lab 1. Cross-listed as REL302.

REL603 Tibetan V (3)
This course continues to expand student knowledge of the grammar and vocabulary of literary Tibetan primarily through translating texts in different genres such as sutras, lives of Buddhist saints, history, philosophy, and so forth. Also continues to develop student knowledge of spoken Tibetan. Prerequisite: REL385/583.

REL609W Mindfulness Instructor Training I (1)
The first in a three-course series training students to offer instruction in shamatha practice and being a mindfulness instructor. Participants develop skills in first-time meditation instruction and mentoring new practitioners. Guidance in sitting meditation posture, mindfulness of breathing, walking meditation, and working with some of the main obstacles to shamatha are emphasized. Practical demonstrations, mock interviews with faculty and peer feedback, lectures and discussion, and guided meditation sessions are included. Prerequisite: Students are accepted by application only, must have completed a Dathün, and must have maintained a consistent shamatha practice for at least one year.

REL611 The First Turning of the Wheel: Nature of Mind and Emotions (3)
The First Turning introduces the early sutra discourses of the Buddha and the Abhidharma (“higher dharma”) distillation of the Buddhist teachings on the nature, structure, and operation of the mind and emotions. This course provides a selected survey of the essential texts from both the Northern (Vaibhashika) and Southern (Theravada) schools, along with historical context and applications to meditation practice. Required for both the History of Religions and the Tibetan Tradition emphases.

REL614 Mind and Its World I (3)
An in-depth systematic exploration of (1) the many types of minds and mental factors that arise, and (2) the objects that compose the world that mind experiences. Since delusion and suffering arise with respect to these, this study is the basis for understanding our experience, undoing delusion, and generating insight. Required for both the History of Religions and the Tibetan Tradition emphases.

REL615 Group Process I: Conflict and Diversity (3)
The first of two courses examining the nature of the human group-field. Of particular concern is how human groups create both helpful and harmful conditions in the world. This class provides the theoretical underpinnings of the group-field, including living systems theory, group dynamics, liberation theory, conflict theory, and healthy communication models such as mediation and nonviolent communication. Woven throughout is a focus on the dynamics of privilege, power, and diversity, and group-field process work as a way to engage group life. Cross-listed as REL315.
REL616
Process Lab I (1)
The first in a series of small groups in which students participate throughout their tenure in the Master of Divinity program. Emphasis is on providing support for the students’ journey. Taken concurrently with REL602. Instructor approval required for non-MDiv students.

REL620
Meditation Practicum II: Self and No-Self (3)
Selflessness is considered a profound and difficult teaching. The subject is first approached indirectly by exploring the deeply conceptualized nature of human experience. This leads to identifying our experience of having a “self” and analyzing this “self” using analytical meditation. Does it exist or is it just an emotionalized fabrication? Prerequisite: REL600 or permission of instructor.

REL623
Religious Experience in Africa: Sacred Cosmos, Ritual, and Community (3)
The course is an introduction to the cultural study of traditional African religions. We begin with close attention to cosmology, the traditional view of the world as filled with living, sacred powers. These powers are experienced in various ways—as ancestral presences, nature deities, and personal guardian spirits. Therefore, we focus on ritual practices—ways of communicating with unseen forces to bring communal and personal healing, restoring balance in the human relationship to nature. Offered alternate years.

REL624
Mind and Its World II (3)
An exploration of the dynamics of samsara and the path to liberation as presented primarily in Foundational Buddhism. Karma, the twelve links of dependent origination, rebirth, Buddhist cosmology, stages of the path, the nature of nirvana, and so forth are examined. The historical spread of these teachings is also examined. Prerequisite: REL614. Required for both the History of Religions and Tibetan Tradition emphases.

REL625
Prayer and Prophecy: Biblical Literatures
Combining a survey of Judaeo-Christian canonical, biblical texts with their contemporaneous ancient Eastern literatures including Gnosticism, this course introduces the student to traditions of prayer, ritual, and liturgy and enables the student to develop lectio divina as a contemplative practice. This course meets the needs of MDiv students preparing practices for pastoral care. The role and root of prophets in the Western engaged social justice and peacemaking lineages are explored. Finally, contemporary problems of textual interpretation influencing fundamentalism, gender, concepts of God and spirituality today are addressed. Open to all above 30 credit hours. Offered alternate years.

REL628
Studying Buddhism: Methods and Issues (3)
Given its diversity, what constitutes Buddhism? This course investigates traditional guidelines for understanding, interpreting, and arranging the diverse teachings and practices of Buddhism. Contemporary transformations and interpretations of Buddhism also are considered. Topics covered include the role of lineages, teachers, meditation, and the use of intellect, community, personal experience, and so forth.

REL633
Tibetan VI (3)
This course continues to expand student knowledge of the grammar and vocabulary of literary Tibetan primarily through translating texts in different genres such as sutras, lives of Buddhist saints, history, philosophy, and so forth. Also continues to develop student knowledge of spoken Tibetan. Prerequisite: REL603.

REL634
Hindu Yoga-Tantra (3)
Hindu Tantra envisions Ultimate Reality as intertwined aspects of Shiva and Shakti. We study contemplative theory and practices from Tantric texts and commentaries, including sacred ritual, deity forms, mantra, yantra (sacred geometry), nyasas (sacred energetic placements), chakras, and visualizations. We also explore Kashmir Shaivism, a nondualistic monism, and the Srividyā Goddess tradition. Tantric influences in Indian poetry, art, and dance-music forms are shared whenever possible. The last class features a culminating class ritual worship (puja) incorporating many Tantric contemplative tools studied all semester. Offered alternate years. Cross-listed as REL334.

REL635
Meditation Practicum III: Mind-Training (3)
This course continues instruction in meditation practice, 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). Prerequisites: REL600 and REL620 or permission of the instructor.

REL643
Ethics and Issues in the Practice of Pastoral Care (3)
This class addresses the skillful means necessary to engage the suffering of others and to support them through major life transitions. With guest lecturers who specialize in hospital counseling, elder care, hospice work, and bereavement counseling, we explore approaches to working in these contexts. Students participate in extensive role-play and study and discussion of the key texts in these counseling specialties.

REL645
Methods and Issues in the Study of Religion (3)
This course examines a variety of methodologies that have been and continue to be used to study religion. Scanning a range of religious phenomena, from the mystical experience, to myth and ritual, sacred image, word, space and more, we explore the writings of scholars who have drawn on philosophical, sociological, comparative, feminist, and postmodern methodologies. The aim of the course is as much to build a theoretical foundation for the further study of religion as to provide a forum to examine and develop our own understanding and definitions of the religious life. Readings include work by James, Otto, Buber, Levi-Strauss, Some, Turner, Eliade.

REL650
Dāthūn: Monthly Meditation Intensive (noncredit)
A monthlong meditation practicum (Dāthūn) of intensive daily group meditation in which students practice shamānāvāpīṣayaṇa (following the Tibetan tradition) with the guidance of trained meditation instructors. This training provides direct insight into the nature of the Buddhist teachings on a personal level. The Dāthūn is a noncredit requirement for the MA degrees in Religious Studies: Indo-Tibetan Buddhism (with or without Language) and the Master of Divinity degree. It is highly recommended that students complete their Dāthūn by the winter break between the fall and spring semesters of their first year, but no later than the summer following their first year.

REL651
Contemplative Practice Retreat (noncredit)
This thirty-day retreat can be done at an established contemplative center in a faith tradition of the student’s choice: a Christian hermitage, monastery, ashram, etc. The retreat gives the participant an opportunity to practice a prescribed discipline while living in community with others in a contemplative environment. Choice of retreat to be approved by department beforehand. MA only. Required for MA Religious Studies students.
Group Process II: Cultivating the Sacred (3)
The second of two classes on understanding and working with the human group-field. With a theoretical basis established in the previous course, this class continues to examine group-field process work in a variety of “applied” expressions. Examples of these include dialogue practice, community-based ritual practice, wisdom circles, archetypal motifs, and principles of restorative justice. While this is a more experiential class, it continues to explore earlier themes around conflict, diversity, and sacred view. Cross-listed as REL352.

Process Lab II (1)
A continuation of REL616. MDiv, taken concurrently with REL615.

Trends in Religious Studies (3)
Can a scholar be both a participant and an observer? The field of religious studies is embroiled in a debate between objectivity and reflexivity. In recent years, a demand for new methods that allow the scholar’s voice and participation to be present and engaged in the process of observation has created space for reflexive, narrative, inter-textual, and qualitative methods. In this course, we explore religious studies through the lens of current issues such as ecology, religion, and science, postcolonial approaches, politics, and the interaction of religion with race, class, and gender through the social sciences.

The Second Turning of the Wheel: The Bodhisattva Path (3)
This course examines the philosophical view, meditation practice, and compassionate action of the bodhisattva path, as expressed in selected Mahayana texts. The Prajnaparamita and the Vimalakirti sutras provide the ground from which the bodhisattva path is explored in Shantideva’s Bodhicaryavatara. Finally, the ultimate view of emptiness is explored in the work of Nagarjuna’s Root Verses of the Middle Way and its commentaries. Required for both the History of Religions and the Tibetan Tradition emphases.

Non-Dualism in Theory and Practice (3)
An exploration of issues in the study of what is often regarded as the most profound element of religious life: the non-dual and the mystical. How do we study the deepest elements of our own and other religious traditions? How do we remain conscious of the impact of our own assumptions, experiences, and aspirations? How can our contemplative practices be tools in service of our scholarship, and our scholarship a tool in service to our practices? Through these questions we interrogate and problematize both the non-dual experience and the scholarly endeavor, exploring fundamental considerations for the contemplative study of religion and spirituality.

Contemplative Jewish Practice (3)
An examination of the mystical contemplative tradition of Judaism through a demonstration of its approach to Torah texts. The emphasis in the course is on the development and expression of critical thinking and intuition. Good questions are a priority over good answers. Age-old Chassidic methodologies are used toward this end. Dramatization of stories are utilized to access the students’ emotions and intuitive powers. Exposure to practices like shofar and sukkah give students a firsthand experience of Jewish contemplative practice. Offered alternate years.

Independent Study (1–3)
MA only.

The Middle Way School (3)
This uncompromising rejection of stable findable existence in any phenomena is a radical challenge to our sense of having an existent self that experiences solid objects. Its famous teaching of emptiness has generated a range of interpretations, which are explored, particularly in the Tibetan Kagyu, Nyingma, and Geluk schools. Required for both the History of Religions and Tibetan Tradition emphases.

Translation Project: Tibetan (1.5–3)
One-on-one mentoring of a Tibetan language student by a senior translator. The student selects a Tibetan text or portion of a text in consultation with the senior translator. The goal is to deepen the student’s knowledge of the grammar, vocabulary, cultural context, and content of the specific text and genre. Students may only take this class with the permission of the department.

Translation Project: Sanskrit (1.5–3)
One-on-one mentoring of a Sanskrit language student by a senior translator. The student selects a Sanskrit text or portion of a text in consultation with the senior translator. The goal is to deepen the student’s knowledge of the grammar, vocabulary, cultural context, and content of the specific text and genre. Students may only take this class with the permission of the department.

The Mind Only School (1.5)
The Mind Only School provides an insightful exploration into how we create and maintain the illusion of our projections, along with all the suffering that such illusion engenders. Analytical meditation is used to explore this process of conceptual and emotional projection and how we might transform it. Students register for this course through Naropa but take it in their Nitartha Institute summer program. Required for Tibetan Tradition emphasis.

Mindfulness Instructor Training II (1)
Second in a three-course series training students to offer instruction in shamatha mindfulness meditation, this course presents the development of maitri, in the sense of unconditional friendliness toward oneself, as the ground of practice. Students develop skills in ongoing meditation mentorship, emphasizing guidance in working with conflicting emotions. Practical demonstrations, mock interviews with faculty and peer feedback, lectures and discussions, and guided meditation sessions are included. Prerequisite: Completion of REL609W.

The Third Turning of the Wheel (3)
An examination of the most important perspectives, ideas, and practices of the Third Turning orientation of the Yogacara, which emphasizes meditation and the dynamics of emptiness. Our study includes reading from core sutras such as the Samdhinirmocana, the Lankavatara, and the Avatamsaka, as well as from commentaries of Asanga, Vasubandhu, and others. Our understanding is illuminated by modern interpretations of both Asian and Western scholars. Required for both the History of Religions and the Tibetan Tradition emphases.

Applied Theology I (2)
This course focuses on the essential elements and specific skills necessary for effective counseling in the context of chaplaincy. On the foundation of basic attendance, students develop skills of both responding to and initiating vital conversations. Experiential listening, navigating boundaries, facility with verbal and nonverbal communication, ritual, and prayer are presented.

Buddha Nature and Shentong Traditions (1.5)
An exploration of the Buddha Nature tradition that proclaims all beings to have the capacity to uncover enlightened qualities already present within
REL728  
Process Lab III (1)  
A continuation of REL654. MDiv only. To be taken concurrently with REL652.

REL747  
Master of Divinity Fieldwork: CPE (noncredit)  
The CPE (Clinical Pastoral Education) internship gives Master of Divinity students the opportunity to explore personal and professional growth issues in their roles as interfaith chaplains in various settings. Through weekly seminars, didactics, theological reflections, and individual and group supervision, students explore the purpose and meaning of providing pastoral care to people in crisis. Strong emphasis is placed on the students’ understanding of their own personal issues and dynamics as these arise in the process of helping others. MDiv only.

REL749  
Contemporary American Religion (3)  
This course explores the diversity of American religious life from numerous perspectives, thereby providing students with the practical vocabulary to both understand and interact with the diversity of contemporary religious life. Students survey American religious communities (Christian, Muslim, Jewish, etc.) and examine specific beliefs, rituals, and liturgical practices and their application in crisis and transition situations that span the human life cycle such as birth, marriage, illness, and death. The class also provides hands-on opportunities for students to both visit local religious communities and learn from practitioners in these communities. Offered alternate years.

REL751  
Buddhism in Tibet (3)  
This course traces the development of Buddhism in Tibet, principally during the first and second spreading of Buddhism when most of the classical forms of Tibetan Buddhism evolved. Attention is given to the various roles of Nikaya, Mahayana, and Vajrayana Buddhism and to the interplay of religious, social, and political factors in this process. Special attention is paid to Tibet’s unique contributions to Buddhism. Offered alternate years.

REL760  
Vajrayana: Symbol, Iconography, and Ritual (3)  
This course explores selected literature of the Vajrayana Buddhism in Tibet, from its inception in the seventh century until the Tibetan diaspora in 1959, with emphasis upon the tantric saint and the tantric goddess, or dakini. Readings from several genres include biographical and sacred histories, realization literature, and meditation manuals. The challenges of interpreting symbols and iconography in religion, especially when they are gendered, are examined. Offered alternate years.

REL762  
Applied Theology II: A Systems Approach to Counseling and Caregiving (3)  
For third-year MDiv students, this class provides ongoing instruction, direction, and guidance for student fieldwork occurring primarily within the Naropa community. Students and instructors meet weekly, focusing on the nature and meaning of doing community-based and spiritually engaged fieldwork in the arenas of pastoral care and change agency.

REL768  
Process Lab IV (1)  
A continuation of REL728. MDiv only.

REL779  
Interreligious Dialogue: Theory and Practice (3)  
This course introduces the student to the creative potential of interreligious dialogue for expanding one’s theology and communicating effectively and compassionately across the American religious spectrum. After developing savvy with views of dialogue, students learn essential skills and protocols applicable to a variety of dialogue settings. Classes also include dialogue practical workshops.

REL780  
Meditation Practicum IV: Maitri and Mandala (3)  
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 (maitri) provides a personal experience of these families, and this practice is a central part of this class. Prerequisites: REL600, REL620, and REL635 or permission of the instructor.

REL802  
Applied Theology III: A Systems Approach to Counseling and Caregiving (3)  
For third-year MDiv students, this class provides ongoing instruction, direction, and guidance for student fieldwork occurring primarily within the Naropa community. Students and instructors meet weekly, focusing on the nature and meaning of doing community-based and spiritually engaged fieldwork in the arenas of pastoral care and change agency. Prerequisite: REL762.

REL803  
MDiv Research Methodology (1.5)  
This course provides students with an overview of research methodology and applied theology in preparation for the MDiv culminating project. MDiv only.

REL809W  
Mindfulness Instructor Training III (1)  
Third in a three-course series training students to offer instruction in shamatha mindfulness meditation. It emphasizes guiding people in practicing with extreme challenges of mind and body. Participants develop skills in offering ongoing guidance in sitting and walking mindfulness meditations, as well as body-scan, practicing with physical pain, and mindfulness in daily life activities. Students train in offering both one-to-one mentorship, small group guided mindfulness instruction, and explaining the view of mindfulness meditation to various populations. Practices to support the well-being of care-givers and teachers are presented. Educational methods of the course include practice demonstrations, mock interviews, lectures, discussions, and individual interviews. Prerequisites: REL609W, REL709W.

REL853  
MDiv Thesis Seminar (1.5)  
This course includes peer and individual supervision and feedback in the preparation and presentation of the MDiv culminating project. MDiv only.

REL880  
Comprehensive Exam (noncredit)  
For students in the MA and MDiv programs only. Please see your advisor for more information.

REL885  
MA/MDiv Final Project (noncredit)  
MA only.

REL886  
Extended Master’s Project (0.5)  
Students who have not completed the master’s project may qualify for an extension of the master’s project semester. May be repeated. MA and MDiv only.
The Master of Divinity degree prepares students for professional work in the fields of pastoral care, chaplaincy, community development, and dharma teaching. This three-year program is firmly grounded in Buddhist philosophy and meditation practice while emphasizing an interreligious approach to individual and community care. This training is then applied in hands-on internship work to develop individuals who can actively manifest wisdom and compassion in the world. The program breaks new ground in preparing Buddhist-inspired students to serve their communities in leadership capacities.

The MDiv degree prepares students through four streams of learning: Theological Study—an in-depth understanding of the basic Buddhist texts and doctrines, in historical and present-day contexts; Community—devoted to the insights and tools for fostering “engaged” communities; Interfaith Pastoral Care—the ability to serve the spiritual and human needs of a diverse community in ministerial/chaplaincy roles while embodying the principles and practices of one’s primary tradition; Practice and Meditation—the spiritual practice of sitting meditation from the Buddhist tradition.

Clinical pastoral education fieldwork placements based on individual student interests provide a live context for integrating all four streams of learning, applying them to real world needs, initiating, at the same time, the process of lifetime learning through their work.

Two Emphases: History of Religions or Tibetan Tradition

Students may choose the History of Religions or the Tibetan Tradition emphasis. For specific information on the characteristics of these two emphases and how they differ, see the graduate religious studies fact sheet available in the Admissions Office.

Note on Fees: There are several expenses associated with noncredit requirements in the Religious Studies Department programs. These do not involve any Naropa tuition cost but do involve costs paid to the organizations offering these programs.

The Dathün—a monthlong contemplative practice retreat is approximately $1,300. Master of Divinity students pay a fee of approximately $1,800 for participation in a CPE-approved internship. Tibetan Tradition Emphasis students register for a 3-credit Nitartha Institute program through Naropa, which will cover the tuition cost, but not the room and board, text, and other items of the Nitartha program, which are approximately $700. The prices listed above are estimates based on current costs. These costs are determined by outside organizations and are subject to change. There are also occasionally smaller course fees associated with individual classes, which are subject to change. Naropa University works to provide partial scholarships for these additional costs. Scholarships are also offered through the Fredrick P. Lenz Foundation, the Nitartha Institute, retreat centers, and other donors to help pay for a portion of these programs.

Master of Divinity Requirements

(Please note that many students complete the program in four rather than three years. For a complete four-year plan, please see your academic advisor.)

First year, fall
REL600 Meditation Practicum I: Seeds of Peace (3)

REL602 Communication: Family Systems (3)
REL611 The First Turning of the Wheel: Nature of Mind and Emotions (3)
REL614 Mind and Its World I (3)
REL616 Process Lab I (1)
SUBTOTAL 13

First year, spring
REL615 Group Process I: Conflict and Diversity (3)
REL620 Meditation Practicum II: Self and No-Self (3)
REL624 Mind and Its World II (3)
REL650 Dathün: Monthlong Meditation Intensive (noncredit)
REL654 Process Lab II (1)
REL661 The Second Turning of the Wheel: The Bodhisattva Path (3)
SUBTOTAL 13

First year, summer
Tibetan Tradition students will attend Nitartha Institute** and register for:
REL705 The Mind Only School (1.5) Tibetan Tradition emphasis only
REL720 Buddha Nature and Shentong Traditions (1.5) Tibetan Tradition emphasis only
SUBTOTAL 3 (Tibetan Tradition emphasis)

Second year, fall
REL635 Meditation Practicum III: Mind-Training (3)
REL652 Group Process II: Cultivating the Sacred (3)
REL701 The Middle Way School (3)
REL728 Process Lab III (1)
REL779 Interreligious Dialogue: Theory and Practice (3)
SUBTOTAL 13

Second year, spring
REL643 Ethics and Issues in the Practice of Pastoral Care (3)
REL710 The Third Turning of the Wheel (3)
REL712 Applied Theology I (2)
REL749 Contemporary American Religion (3)
REL768 Process Lab IV (1)
REL780 Meditation Practicum IV: Maitri and Mandala (3)
SUBTOTAL 15

Second year, summer
REL747 Master of Divinity Fieldwork: CPE (noncredit)
SUBTOTAL 0

Third year, fall
REL609W Mindfulness Instructor Training I (1)
REL709W Mindfulness Instructor Training II (1)
REL762 Applied Theology II: A Systems Approach to Counseling and Caregiving (3)
REL803 MDiv Research Methodology (1.5)
Two Religious Studies electives (6)
SUBTOTAL 12.5

Third year, spring
REL802 Applied Theology III: A Systems Approach to Counseling and Caregiving (3)
REL809W Mindfulness Instructor Training III (1)
An introduction to the classical Sanskrit language. The first-year course includes developing familiarization with the Sanskrit alphabet (devanagari), mastering the conventions of euphonic combination (sandhi), and learning the basics of Sanskrit grammar. In addition, 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). Students should expect to study at least six hours a week outside of class. Cross-listed as REL277.

REL512
Engaged Buddhism Training I (3)
This course focuses on setting up students’ service-learning program for year one and on giving them the context and skills to maximize the benefit of their service-learning experience. It involves a combination of regular on-campus classroom work and fieldwork including on-site visits to various social agencies, nonprofits, NGOs, and other social action projects. It also includes several models for contemplative social action. One of the primary goals of this first-semester training is to create a learning community among the students that becomes the vehicle and context for their journey. Cross-listed as REL360.

REL525
Contemplative Christianity (3)
This course examines the contemplative and mystical tradition of Christianity and its recent recovery by mainstream Christians through the work of Thomas Merton and others. Students will examine contemplative perspectives on such major topics as God, Christ, salvation, divine union, desification, scripture, and spiritual evolution, especially as these views contrast with modern fundamentalism. This class will also study the contributions of the major historical writers of the tradition. The class includes ample time for contemplative practice. Offered alternate years.

REL527e
Buddha Nature: The Nature of Enlightenment in the Uttaratantra and Mahamudra (3)
One of Buddhism’s most important teachings is the doctrine of tathagatagarbha, or buddha nature, which proclaims the natural
enlightenment of all beings, and the importance of uncovering this already present enlightenment through penetrating insight and meditation practice. The philosophy propounded in the Uttaratantra underlies the teachings of the Mahamudra tradition, one of the most profound Buddhist lineages of practice and accomplishment. This course examines the relationship of these two traditions through a close study of a landmark treatise by Gö Lotsawa (1392–1481 A.D.) and provides a rare opportunity to study the basis of the Mahamudra teachings in the Buddhist sutra tradition. Prerequisite: Several courses in Buddhist studies. Cross-listed as REL341e.

**REL529**
Foundations of Judaism: Torah, Prayer, and Acts of Kindness (3)
This course traces the evolution of rabbinic Judaism in its history, beliefs, literature, and practices. Beginning with its formation in the first century of the Common Era, we follow major developments through the Middle Ages and into the modern period. Along the way, we learn about the Jewish conception of Torah in both its metaphysical and practical elements. We study material from the foundational texts of the Oral Torah: Mishnah, Gemara, and Midrash, as well as later texts. Jewish law, philosophy, Kabbalah, sacred time, and contemplative prayer are studied and discussed. Cross-listed as REL229.

**REL530**
Contemplative Hinduism (3)
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 alternate years. Cross-listed as REL330.

**REL532e**
Buddhism: The Way of Wisdom and Compassion (3)
Providing a basic introduction to the ideas, perspectives, and practices of Buddhism, this course looks at the life and cultural context of Buddha Shakyamuni, founder of Buddhism. Students then examine the core teachings of Buddhism as found in the four noble truths. Discussions 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. Cross-listed as REL342e.

**REL533**
Tibetan II (4)
A continuation of Tibetan I. The second semester continues the work begun in Tibetan I with the addition of working on an actual Tibetan text. Students use a mandala approach of developing varied oral, aural, and written skills to produce an overall knowledge of the language. Prerequisite: REL503. Cross-listed as REL284.

**REL535**
Introduction to Jewish Mysticism (3)
The course focuses on three major trends in the history of Jewish mysticism: Spanish Kabbalah, the School of Isaac Luria, and East European Hasidism. Topics include theosophy and theurgy, ecstatic and contemplative prayer, mystical psychology, soul transmigration, and esoteric interpretation of scripture. The course provides a basic kabbalistic vocabulary and introduction to primary mystical sources that prepare a student for further study of contemplative Judaism. Offered alternate years.

**REL536e**
Buddhist Teachings on Mind and Emotions: The Abhidharma Tradition (3)
Tracing the Buddha’s early discoveries about mind and emotion, this course follows the pedagogy of meditative investigation. The curriculum, called the Abhidharma, the school of refined investigation, follows the Abhidharma sources of several Buddhist traditions, especially those foundational to Vipassana meditation of the Theravada school and Shamatha-vipashyana meditation of Tibetan Buddhism. The course integrates elements from traditional monastic training adapted to a contemporary setting: weekly memorization of a passage of scripture, guided contemplations, and the reading of Buddhist scripture in translation. Relevant parallels with contemporary psychology and cognitive science are also indicated. Cross-listed as REL341e.

**REL537**
Sanskrit II (4)
A continuation of Sanskrit I. Prerequisite: REL507. Cross-listed as REL287.

**REL539**
Biblical Hebrew I (4)
A thorough introduction to biblical Hebrew, the language of TaNaKh (Old Testament), the course begins with mastering the Hebrew alphabet and covers major aspects of biblical Hebrew grammar. Special emphasis is placed on conjugation of verbs, inflection of nouns and pronouns, and acquisition of basic vocabulary. The goal is to provide the student with sufficient knowledge of biblical Hebrew for reading a variety of elementary biblical texts.

**REL540**
Zen Buddhism (3)
Taking the path of Zen is for the purpose of bringing about a profound transformation at the core of one’s being, enabling one to live with greater selflessness and affection for the benefit of all that breathes and does not breathe. The course includes instruction in zazen (the cornerstone meditation practice of Zen), periods of sitting zazen, instructions on applying mindfulness to one’s daily life, as well as studying the classic texts and teachings of the tradition. The course may include all-day sitting at one of the Zen centers in the Denver area.

**REL545**
Contemplative Islam (3)
An introduction to the belief system and cultures of the Islamic world via an interactive approach. Emphasis is placed on the traditional values, beliefs, and prescribed practices of the Islamic world as expounded in the key authoritative Islamic sources: the Qur’an and the Sunna of the Prophet Muhammad. A central theme that is examined is the doctrine of tawhid, or the unity of God, which underlies all Islamic thought and belief. Students participate in a variety of Islamic rituals and practices in order to gain a firsthand experience of Islam. Offered alternate years.

**REL546**
Buddhism in America: Dharma Comes West (3)
This course surveys the variety of ways in which Buddhism continues to influence contemporary American culture, and in turn be influenced by it. In particular, we explore the ways in which Buddhism has changed and adapted in various American Buddhist communities. Our scope includes spirituality and religion, literature, social activism, pluralism, and dialogue. Student projects focus on specific Buddhist communities that have joined facets of Buddhist and American culture. Grading criteria includes short writing assignments, final exam, and term paper. Cross-listed as REL348.

**REL547**
Marchhong Meditation Intensive: A Program of Buddhist Practice and Study (1.5–6)
This intensive, called a “teaching Dathün,” is a four-week, 3-credit program at Shambhala Mountain Center in the mountains of northern Colorado. Participants sit for about eight hours each day, eat meals Japanese Zen style, and participate in a variety of Islamic rituals and practices in order to gain a firsthand experience of Islam. Offered alternate years.

**REL552W**
Zen Intensive Weekend (1)
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 looks at how this Zen paradigm—its teachings, practices, and realization—can be a personal vision and part of professional contemporary psychology. Cross-listed as REL156W.

REL553
Tibetan III (4)
This course continues to expand student knowledge of the grammar and vocabulary of literary Tibetan primarily through translating texts in different genres such as sutras, lives of Buddhist saints, history, philosophy, and so forth. It also continues to develop student knowledge of spoken Tibetan. Prerequisite: REL553. Cross-listed as REL375.

REL554W
Opening the Heart: Buddhist Meditation Weekend (1)
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 that allows one to look deeply into this pain and confusion in order to discover the courageous heart available to everyone. This weekend introduces the lojong [mind training] teachings of the twelfth-century Buddhist master Atisha that demonstrate in a practical way how to engage the world and to transform pain and confusion into compassion. Cross-listed as REL255W.

REL557
Sanskrit III (4)
A continuation into the second year of basic Sanskrit grammar, pronunciation, dictionary usage, and vocabulary acquisition. There is strong emphasis on noun compounds (samsāsas). We move onwards through the Goldman and Goldman primer, Devavanipravesika. We read selectively in a range of texts, including Hindu and Buddhist scripture, and secular court poetry. Stanzas from Bhagavad Gita are introduced, as well as the Heart Sutra. Particular attention is given in class to Indic culture, its connection to Sanskrit language and religious traditions, and issues raised by the work of translation. Cross-listed as REL377.

REL562
Engaged Buddhism Training II: Marginalized Populations—Ministry and Social Entrepreneurship (3)
The focal point of EB Training II is a street retreat in Denver during practice week and a social action project carried out by the students as a group. The street retreat is led by a peacemaker priest or another street retreat leader approved by the Peacemaker Community. The retreat is preceded by sufficient classroom work to prepare the students and followed up with further classroom work to help students integrate their experience into their overall learning path. Students also conceive, plan, and carry out a social action project as a group. Cross-listed as REL370.

REL568
Biblical Hebrew II (4)
This course provides an understanding of PaRDeS-exegesis tool for comprehensive understanding of biblical text on four dimensions; a system of hermeneutics that gives learners keys that help them to penetrate the different layers of the text and enable them to move from the explicit to the implicit levels.

REL571
Centering Prayer as Christian Contemplation (3)
This course introduces the Christian contemplative practice of Centering Prayer, as taught by Fr. Thomas Keating and Contemplative Outreach. It places this practice in the broader tradition of Christian contemplation, as a path of transformation in Christ that allows greater freedom in oneself and greater compassion for others. The course includes instruction in an active practice for integrating Centering Prayer into daily life, a day of intensive practice, and study of Christian contemplative practice. Cross-listed as REL271.

REL583
Tibetan IV (4)
This course continues to expand student knowledge of the grammar and vocabulary of literary Tibetan primarily through translating texts in different genres such as sutras, lives of Buddhist saints, history, philosophy, and so forth. Also continues to develop student knowledge of spoken Tibetan. Prerequisite: REL553. Cross-listed as REL385.

REL587
Sanskrit IV (4)
This semester completes the range of Sanskrit grammar, with secondary conjugations, vocabulary acquisition, an investigation of etymology, and a study of the principles behind words and their meanings. In addition to finishing the textbook on grammar, the Devavanipravesika, the class reads examples of a range of Buddhist, Hindu, and secular verses. Increased attention is given to translation and the hands-on practice of bringing ancient texts into the contemporary world. Cross-listed as REL387.

REL602
Communication: Family Systems (3)
This class examines family patterns as they impact our ability to communicate with and to be present to others. By means of genograms, Virginia Satir’s experiential exercises, family sculpts, and the contemplative practices of basic attendance and exchange, students explore their ability to open and their “rules for commenting” in relationship. It is recommended that graduate students taking this class also enroll in the related 1-credit class, REL616, Process Lab 1. Cross-listed as REL302.

REL603
Tibetan V (3)
This course continues to expand student knowledge of the grammar and vocabulary of literary Tibetan primarily through translating texts in different genres such as sutras, lives of Buddhist saints, history, philosophy, and so forth. Also continues to develop student knowledge of spoken Tibetan. Prerequisite: REL385/583.

REL609W
Mindfulness Instructor Training I (1)
The first in a three-course series training students to offer instruction in shamatha practice and being a mindfulness instructor. Participants develop skills in first-time meditation instruction and mentoring new practitioners. Guidance in sitting meditation posture, mindfulness of breathing, walking meditation, and working with some of the main obstacles to shamatha are emphasized. Practical demonstrations, mock interviews with faculty and
peer feedback, lectures and discussion, and guided meditation sessions are included. Prerequisite: Students are accepted by application only, must have completed a Dathün, and must have maintained a consistent shamatha practice for at least one year.

**REL611**
**The First Turning of the Wheel: Nature of Mind and Emotions (3)**
The First Turning introduces the early sutra discourses of the Buddha and the Abhidharma (“higher dharma”) distillation of the Buddhist teachings on the nature, structure, and operation of the mind and emotions. This course provides a selected survey of the essential texts from both the Northern (Vaibhashika) and Southern (Theravada) schools, along with historical context and applications to meditation practice. Required for both the History of Religions and the Tibetan Tradition emphases.

**REL614**
**Mind and Its World I (3)**
An in-depth systematic exploration of (1) the many types of minds and mental factors that arise, and (2) the objects that compose the world that mind experiences. Since delusion and suffering arise with respect to these, this study is the basis for understanding our experience, undoing delusion, and generating insight. Required for both the History of Religions and the Tibetan Tradition emphases.

**REL615**
**Group Process I: Conflict and Diversity (3)**
The first in a series of small groups in which students participate throughout their tenure in the Master of Divinity program. Emphasis is on providing support for the students’ journey. Taken concurrently with REL602. Instructor approval required for non-MDiv students.

**REL620**
**Meditation Practicum II: Self and No-Self (3)**
Selflessness is considered a profound and difficult teaching. The subject is first approached indirectly by exploring the deeply conceptualized nature of human experience. This leads to investigating our experience of having a “self” and analyzing this “self” using analytical meditation. Does it exist or is it just an emotionalized fabrication? Prerequisite: REL600 or permission of instructor.

**REL623**
**Religious Experience in Africa: Sacred Cosmos, Ritual, and Community (3)**
The course is an introduction to the cultural study of traditional African religions. We begin with close attention to cosmology, the traditional view of the world as filled with living, sacred powers. These powers are experienced in various ways—as ancestral presences, nature deities, and personal guardian spirits. Therefore, we focus on ritual practices—ways of communicating with unseen forces to bring communal and personal healing, restoring balance in the human relationship to nature. Offered alternate years.

**REL624**
**Mind and Its World II (3)**
An exploration of the dynamics of samsara and the path to liberation as presented primarily in Foundational Buddhism. Karma, the twelve links of dependent origination, rebirth, Buddhist cosmology, stages of the path, the nature of nirvana, and so forth are examined. The historical spread of these teachings is also examined. Prerequisite: REL614. Required for both the History of Religions and Tibetan Tradition emphases.

**REL625**
**Prayer and Prophecy: Biblical Literatures**
Combining a survey of Judaeo-Christian canonical, biblical texts with their contemporaneous ancient near Eastern literatures including Gnosticism, this course introduces the student to traditions of prayer, ritual, and liturgy and enables the student to develop lectio divina as a contemplative practice. This course meets the needs of MDiv students preparing practices for pastoral care. The role and root of prophets in the Western engaged social justice and peacemaking lineages are explored. Finally, contemporary problems of textual interpretation influencing fundamentalism, gender, concepts of God and spirituality today are addressed. Open to all above 30 credit hours. Offered alternate years.

**REL628**
**Studying Buddhism: Methods and Issues (3)**
Given its diversity, what constitutes Buddhism? This course investigates traditional guidelines for understanding, interpreting, and arranging the diverse teachings and practices of Buddhism. Contemporary transformations and interpretations of Buddhism also are considered. Topics covered include the role of lineages, teachers, meditation, and the use of intellect, community, personal experience, and so forth.

**REL633**
**Tibetan VI (3)**
This course continues to expand student knowledge of the grammar and vocabulary of literary Tibetan primarily through translating texts in different genres such as sutras, lives of Buddhist saints, history, philosophy, and so forth. Also continues to develop student knowledge of spoken Tibetan. Prerequisite: REL603.

**REL634**
**Hindu Yoga-Tantra (3)**
Hindu Tantra envisions Ultimate Reality as intertwined aspects of Shiva and Shakti. We study contemplative theory and practices from Tantric texts and commentaries, including sacred ritual, deity forms, mantra, yantra (sacred geometry), nyasa (sacred energetic placements), chakras, and visualizations. We also explore Kashmir Shaivism, a nondualistic monism, and the Srividya Goddess tradition. Tantric influences in Indian poetry, art, and dance-music forms are shared whenever possible. The last class features a culminating class worship ritual (puja) incorporating many Tantric contemplative tools studied all semester. Offered alternate years. Cross-listed as REL334.

**REL635**
**Meditation Practicum III: Mind-Training (3)**
This course continues instruction in meditation practice, emphasizing Mahayana practice, including the generation of an enlightened attitude (bodhicitta), the practice of the perfections (paramitas), the training of the mind (lojang), and the exchange of the self and other (tonglen). Prerequisites: REL600 and REL620 or permission of the instructor.

**REL643**
**Ethics and Issues in the Practice of Pastoral Care (3)**
This class addresses the skillful means necessary to engage the suffering of others and to support them through major life transitions. With guest lecturers who specialize in hospital counseling, elder care, hospice work, and bereavement counseling, we explore approaches to working in these contexts. Students participate in extensive role-play and study and discussion of the key texts in these counseling specialties.

**REL645**
**Methods and Issues in the Study of Religion (3)**
This course examines a variety of methodologies that have been and continue to be used to study religion. Scanning a range of religious phenomena, from the mystical experience, to myth and ritual, sacred
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image, word, space and more, we explore the writings of scholars who have drawn on philosophical, sociological, comparative, feminist, and postmodern methodologies. The aim of the course is as much to build a theoretical foundation for the further study of religion as to provide a forum to examine and develop our own understandings and definitions of the religious life. Readings include work by James, Otto, Buber, Levi-Strauss, Some, Turner, Eliade.

**REL650**
Dathün: Monthlong Meditation Intensive (noncredit)
A monthlong meditation practice ([Dathün] of intensive daily group meditation in which students practice shamathavipashyana following the Tibetan tradition) with the guidance of trained meditation instructors. This training provides direct insight into the nature of the Buddhist teachings on a personal level. The Dathün is a noncredit requirement for the MA degrees in Religious Studies: Indo-Tibetan Buddhism (with or without Language) and the Master of Divinity degree. It is highly recommended that students complete their Dathün by the winter break between the fall and spring semesters of their first year, but no later than the summer following their first year.

**REL651**
Contemplative Practice Retreat (noncredit)
This thirty-day retreat can be done at an established contemplative center in a faith tradition of the student’s choice: a Christian hermitage, monastery, ashram, etc. The retreat gives the participant an opportunity to practice a prescribed discipline while living in community with others in a contemplative environment. Choice of retreat to be approved by department beforehand. MA only. Required for MA Religious Studies students.

**REL652**
Group Process II: Cultivating the Sacred (3)
The second of two classes on understanding and working with the human group-field. With a theoretical basis established in the previous course, this class continues to examine group-field process work in a variety of “applied” expressions. Examples of these include dialogue practice, community-based ritual practice, wisdom circles, archetypal motifs, and principles of restorative justice. While this is a more experiential class, it continues to explore earlier themes around conflict, diversity, and sacred view. Cross-listed as REL352.

**REL654**
Process Lab II (1)
A continuation of REL616. MDiv, taken concurrently with REL615.

**REL655**
Trends in Religious Studies (3)
Can a scholar be both a participant and an observer? The field of religious studies is embroiled in a debate between objectivity and reflexivity. In recent years, a demand for new methods that allow the scholar’s voice and participation to be present and engaged in the process of observation has created space for reflexive, narrative, inter-textual, and qualitative methods. In this course, we explore religious studies through the lens of current issues such as ecology, religion, and science, postcolonial approaches, politics, and the interaction of religion with race, class, and gender through the social sciences.

**REL661**
The Second Turning of the Wheel: The Bodhisattva Path (3)
This course examines the philosophical view, meditation practice, and compassionate action of the bodhisattva path, as expressed in selected Mahayana texts. The Prajñāparamita and the Vimalakīrti sutras provide the ground from which the bodhisattva path is explored in Shantideva’s Bodhicaryavatāra. Finally, the ultimate view of emptiness is explored in the work of Nagarjuna’s Root Verses of the Middle Way and its commentaries. Required for both the History of Religions and the Tibetan Tradition emphases.

**REL672**
Non-Dualism in Theory and Practice (3)
An exploration of issues in the study of what is often regarded as the most profound element of religious life: the non-dual and the mystical. How do we study the deepest elements of our own and other religious traditions? How do we remain conscious of the impact of our own assumptions, experiences, and aspirations? How can our contemplative practices be tools in service of our scholarship, and our scholarship a tool in service to our practices? Through these questions we interrogate and problematize both the non-dual experience and the scholarly endeavor, exploring fundamental considerations for the contemplative study of religion and spirituality.

**REL676**
Contemplative Jewish Practice (3)
An examination of the mystical contemplative tradition of Judaism through a demonstration of its approach to Torah texts. The emphasis in the course is on the development and expression of critical thinking and intuition. Good questions are a priority over good answers. Age-old Chassidic methodologies are used toward this end. Dramatization of stories are utilized to access the students’ emotions and intuitive powers. Exposure to practices like shofar and sukkah give students a firsthand experience of Jewish contemplative practice. Offered alternate years.

**REL699**
Independent Study (1–3)
MA only.

**REL701**
The Middle Way School (3)
This uncompromising rejection of stable findable existence in any phenomena is a radical challenge to our sense of having an existent self that experiences solid objects. Its famous teaching of emptiness has generated a range of interpretations, which are explored, particularly in the Tibetan Kagyu, Nyingma, and Geluk schools. Required for both the History of Religions and Tibetan Tradition emphases.

**REL702**
Translation Project: Tibetan (1.5–3)
One-on-one mentoring of a Tibetan language student by a senior translator. The student selects a Tibetan text or portion of a text in consultation with the senior translator. The goal is to deepen the student’s knowledge of the grammar, vocabulary, cultural context, and content of the specific text and genre. Students may only take this class with the permission of the department.

**REL703**
Translation Project: Sanskrit (1.5–3)
One-on-one mentoring of a Sanskrit language student by a senior translator. The student selects a Sanskrit text or portion of a text in consultation with the senior translator. The goal is to deepen the student’s knowledge of the grammar, vocabulary, cultural context, and content of the specific text and genre. Students may only take this class with the permission of the department.

**REL705**
The Mind Only School (1.5)
The Mind Only School provides an insightful exploration into how we create and maintain the illusion of our projections, along with all the suffering that such illusion engenders. Analytical meditation is used to explore this process of conceptual and emotional projection and how we might transform it. Students register for this course through Naropa but take it in their Nitartha Institute summer program. Required for Tibetan Tradition emphasis.
Mindfulness Instructor Training II (1)
Second in a three-course series training students to offer instruction in shamatha mindfulness meditation, this course presents the development of maitri, in the sense of unconditional friendliness toward oneself, as the ground of practice. Students develop skills in ongoing meditation mentorship, emphasizing guidance in working with conflicting emotions. Practical demonstrations, mock interviews with faculty and peer feedback, lectures and discussions, and guided meditation sessions are included. Prerequisite: Completion of REL609W.

The Third Turning of the Wheel (3)
An examination of the most important perspectives, ideas, and practices of the Third Turning orientation of the Yogacara, which emphasizes meditation and the dynamics of emptiness. Our study includes reading from core sutras such as the Samdhinirmocana, the Lankavatara, and the Avatamsaka, as well as from commentaries of Asanga, Vasubandhu, and others. Our understanding is illuminated by modern interpretations of both Asian and Western scholars. Required for both the History of Religions and the Tibetan Tradition emphases.

Applied Theology I (2)
This course focuses on the essential elements and specific skills necessary for effective counseling in the context of chaplaincy. On the foundation of basic attendance, students develop skills of both responding to and initiating vital conversations. Experiential listening, navigating boundaries, facility with verbal and nonverbal communication, ritual, and prayer are presented.

Buddha Nature and Shentong Traditions (1.5)
An exploration of the Buddha Nature tradition that proclaims all beings to have the capacity to uncover enlightened qualities already present within themselves but that are presently blocked from view by their obscurations. Includes a discussion of how this sutra tradition leads to, and finds its fulfillment in, the Vajrayana. Students register for this course through Naropa but take in their Nitartha Institute summer program. Required for Tibetan Tradition emphasis.

Process Lab III (1)
A continuation of REL654. MDiv only. To be taken concurrently with REL652.

Master of Divinity Fieldwork: CPE (noncredit)
The CPE (Clinical Pastoral Education) internship gives Master of Divinity students the opportunity to explore personal and professional growth issues in their roles as interfaith chaplains in various settings. Through weekly seminars, didactics, theological reflections, and individual and group supervision, students explore the purpose and meaning of providing pastoral care to people in crisis. Strong emphasis is placed on the students’ understanding of their own personal issues and dynamics as these arise in the process of helping others. MDiv only.

Contemporary American Religion (3)
This course explores the diversity of American religious life from numerous perspectives, thereby providing students with the practical vocabulary to both understand and interact with the diversity of contemporary religious life. Students survey American religious communities (Christian, Muslim, Jewish, etc.) and examine specific beliefs, rituals, and liturgical practices and their application in crisis and transition situations that span the human life cycle such as birth, marriage, illness, and death. The class also provides hands-on opportunities for students to both visit local religious communities and learn from practitioners in these communities. Offered alternate years.

Buddhism in Tibet (3)
This course traces the development of Buddhism in Tibet, principally during the first and second spreading of Buddhism when most of the classical forms of Tibetan Buddhism evolved. Attention is given to the various roles of Nikaya, Mahayana, and Vajrayana Buddhism and to the interplay of religious, social, and political factors in this process. Special attention is paid to Tibet’s unique contributions to Buddhism. Offered alternate years.

Vajrayana: Symbol, Iconography, and Ritual (3)
This course explores selected literature of the Vajrayana Buddhism in Tibet, from its inception in the seventh century until the Tibetan diaspora in 1959, with emphasis upon the tantric saint and the tantric goddess, or dakini. Readings from several genres include biographical and sacred histories, realization literature, and meditation manuals. The challenges of interpreting symbols and iconography in religion, especially when they are gendered, are examined. Offered alternate years.

Applied Theology II: A Systems Approach to Counseling and Caregiving (3)
For third-year MDiv students, this class provides ongoing instruction, direction, and guidance for student fieldwork occurring primarily within the Naropa community. Students and instructors meet weekly, focusing on the nature and meaning of doing community-based and spiritually engaged fieldwork in the arenas of pastoral care and change agency.

Process Lab IV (1)
A continuation of REL728. MDiv only.

Interreligious Dialogue: Theory and Practice (3)
This course introduces the student to the creative potential of interreligious dialogue for expanding one’s theology and communicating effectively and compassionately across the American religious spectrum. After developing savvy with views of dialogue, students learn essential skills and protocols applicable to a variety of dialogue settings. Classes also include dialogue practical workshops.

Meditation Practicum IV: Maitri and Mandala (3)
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 (maitri) provides a personal experience of these families, and this practice is a central part of this class. Prerequisites: REL600, REL620, and REL635 or permission of the instructor.

Applied Theology III: A Systems Approach to Counseling and Caregiving (3)
For third-year MDiv students, this class provides ongoing instruction, direction, and guidance for student fieldwork occurring primarily within the Naropa community. Students and instructors meet weekly, focusing on the nature and meaning of doing community-based and spiritually engaged fieldwork in the arenas of pastoral care and change agency. Prerequisite: REL762.

MDiv Research Methodology (1.5)
This course provides students with an overview of research methodology and applied theology in preparation for the MDiv culminating project. MDiv only.
REL809W
Mindfulness Instructor Training III (1)
Third in a three-course series training students to offer instruction in shamatha mindfulness meditation. It emphasizes guiding people in practicing with extreme challenges of mind and body. Participants develop skills in offering ongoing guidance in sitting and walking mindfulness meditations, as well as body-scan, practicing with physical pain, and mindfulness in daily life activities. Students train in offering both one-to-one mentorship, small group guided mindfulness instruction, and explaining the view of mindfulness meditation to various populations. Practices to support the well-being of care-givers and teachers are presented. Educational methods of the course include practice demonstrations, mock interviews, lectures, discussions, and individual interviews. Prerequisites: REL609W, REL709W.

REL853
MDiv Thesis Seminar (1.5)
This course includes peer and individual supervision and feedback in the preparation and presentation of the MDiv culminating project. MDiv only.

REL880
Comprehensive Exam (noncredit)
For students in the MA and MDiv programs only. Please see your advisor for more information.

REL885
MA/MDiv Final Project (noncredit)
MA only.

REL886
Extended Master’s Project (0.5)
Students who have not completed the master’s project may qualify for an extension of the master’s project semester. May be repeated. MA and MDiv only.
The School of Natural and Social Sciences aims to develop the whole person through contemplative learning that broadens and sharpens the intellect, deepens intuition, sparks curiosity, nourishes compassion, and embodies confidence. Our BA and MA programs provide a profound understanding of the world through the study of education, peace and social justice, psychology, sacred ecology, science, systems and service learning. Our methods employ non-dual approaches that integrate analytic and intuitive understanding, support diverse perspectives, cultivate wisdom and contemplation, and engage in hands-on community-based work. Learning within our programs presents fertile opportunities for understanding complexity, while fostering reciprocal, participatory relationships across deeply valued difference. Faculty and students work together to create dynamic learning communities that cultivate compassion and develop the knowledge and skills to engage complex, real world issues. Graduates of our programs flourish in their understanding of and gentleness towards self and all beings and are able to respond to our common suffering through transformative approaches.

**Undergraduate Majors and Minors**
- Bachelor of Arts in Contemplative Psychology
- Bachelor of Arts in Early Childhood Education
- Bachelor of Arts in Environmental Studies
- Bachelor of Arts in Peace Studies
- Minor in Contemplative Psychology
- Minor in Contemplative Education
- Minor in Environmental Studies
- Minor in Early Childhood Education
- Minor in Peace Studies

**Certificate Programs**
- Contemplative Psychology

**Graduate Degrees**
- Master of Arts in Contemplative Education
- Master of Arts in Environmental Leadership
The Contemplative Psychology major requires 37 credit hours: 28 from the core requirements and 9 from one of the concentrations. The core requirements are divided between courses in psychology and meditation from the Buddhist and Shambhala traditions, and courses in Western psychology. Students pursue further study in one of four concentrations: Somatic Psychology, Psychology of Health and Healing, Transpersonal and Humanistic Psychology, or Psychological Science.

Other requirements include a contemplative community retreat in the fall semester every other year and a community-based volunteer project within the Boulder/Denver area.

Program Vision
The BA Contemplative Psychology program offers an innovative approach to the study and practice of psychology, guided by the principle that psychological health and well-being is innate. The Contemplative Psychology program creates and supports a learning environment that values personal experience and insight as essential to full-bodied academic learning and achievement. Through various modes of inquiry, such as contemplative practice, empirical research, theoretical analysis, oral and written narrative, group dynamics, and community engagement, the field of contemplative psychology nourishes individual and collective transformation. The program aims to develop the whole person through experiential learning that broadens and sharpens intellect, deepens intuition, nourishes compassion, and embodies confidence. Drawing from Tibetan Buddhism and contemporary practices of diversity in its myriad forms, the curriculum provides fertile opportunity for understanding complexity, while fostering reciprocal learning across deeply valued difference.

Declaration of Major
In addition to adhering to university requirements and deadlines, Contemplative Psychology requires completion of PSYB101, Introduction to Western Psychology, with a minimum grade of "B-".

BA in Contemplative Psychology Requirements
Core Courses
- PSYB314  Buddhist Psychology I: Mindfulness Meditation (3)
- PSYB325  Buddhist Psychology II: Awakening Compassion (3)
- PSYB343W  Contemplative Community Retreat (1)
- PSYB415  Maitri: Working with Emotions (3)
- PSYB425  Field Placement (3)
- PSYB482  Senior Seminar I: Transformational Psychology—The Group Experience (3)
- PSYB483  Senior Seminar II: Transformational Psychology—The Threshold Experience (3)

SUBTOTAL 19

Choose 6 credits from the following:
- PSYB301  Statistics and Research Methods (3)
- PSYB345  Developmental Psychology (3)
- PSYB357  Cognitive Psychology (3)
- PSYB371  Personality Theories (3)
- PSYB373  Social Psychology (3)

SUBTOTAL 6

Choose 3 credits from the following:
- PSYB420  Abnormal Psychology (3)
- PSYB490  Special Topics in Psychology (3)
- PSYB495  Advanced Practicum in Psychological Research (3)

SUBTOTAL 3

CORE REQUIREMENTS 28

Each concentration has one or more courses required for all students. Students must select additional courses in consultation with their academic advisor to fulfill the concentration requirements.

Somatic Psychology
Somatic Psychology is the practice of making meaningful connections between emotional process and the body's expressions, sensations and symptoms. Course work includes three learning domains: 1) the historical and developing theory of body psychology; 2) the research and science regarding body psychology; and 3) the increase of body/self-awareness developed through experiential and movement-oriented classes.

Required Course
- PSYB304  Somatic Intelligence: The Neuroscience of Our Body-Mind Connection (3)

Choose 6 credits from the following:
- PSYB208  Embodying Process and the Individual (3)
- PSYB255  Body-Mind Centering (3)
- PSYB303  The Psychology of the Five Elements I (3)
- PSYB328  Gestalt Presence (3)
- PSYB333  Hakomi Somatics (3)
- PSYB359  Learning from Trauma: Understanding Its Effects and Building Personal Resources (3)
- PSYB435  Authentic Movement/Body Awareness Practice (3)
- PFAR375  Ignite Knowing, Dancing for Every Body: The Study of Contemplative Dance (3)

TOTAL CREDITS 9

Psychology of Health and Healing
The Psychology of Health and Healing concentration emphasizes body-mind synchronization as the key to inner harmony and well-being. Students explore a diversity of ancient and modern healing methodologies and learn experiential techniques for balancing the spiritual and somatic aspects of health.

Required Course
- PSYB329  Approaches to Healing (3)

Choose 6 credits from the following:
- PSYB208  Embodying Process and the Individual (3)
- PSYB209  Herbal Medicine (3)
- PSYB239  Nutrition (3)
- PSYB303  The Psychology of the Five Elements I (3)
- PSYB323  The Psychology of the Five Elements II (3)
- PSYB333  Hakomi Somatics (3)
- PSYB359  Learning from Trauma: Understanding Its Effects and Building Personal Resources (3)

TOTAL CREDITS 9
Transpersonal and Humanistic Psychology

The Transpersonal and Humanistic Psychology concentration helps students synthesize two major forces in Western psychotherapy and appreciate the two approaches' unique contributions to the understanding of mental health. These include the recognition of spiritual longing for wholeness as essential to psychological growth, and the acknowledgment of the importance of the client-therapist relationship in the client's healing process.

Required Courses

- PSYB350 Humanistic Psychology (3)
- PSYB354 Introduction to Transpersonal Psychology (3)

Choose 3 credits from the following:

- PSYB225 Family Systems (3)
- PSYB328 Gestalt: Presence (3)
- PSYB330 Introduction to Jungian Psychology (3)
- PSYB355 Dynamics of Intimate Relationships (3)
- PSYB430 Exploring Dream Psychology (3)

TOTAL CREDITS 9

Psychological Science

Psychological science is the study of human experience and activity through systematic observation. Topics include development from infancy through adulthood, individual differences, embodiment, perception, emotion, consciousness, thinking, social influence, self, and other aspects of mental life. In addition to theoretical study, methods of obtaining and evaluating empirical evidence ranging from behavior assessment to contemplative phenomenology are explored.

Required Course

- PSYB301 Statistics and Research Methods (3)

Choose 6 credits from the following:

- PSYB234 Perception (3)
- PSYB345 Developmental Psychology (3)
- PSYB371 Personality Theories (3)
- PSYB373 Social Psychology (3)
- PSYB420 Abnormal Psychology (3)

TOTAL CREDITS 9

Minor in Contemplative Psychology

To minor in Contemplative Psychology, students may choose any 12 credits from PSYB courses.

Certificate Program in Contemplative Psychology

The 30-credit certificate program, tailored to the student's needs and background, requires 18 psychology credits and 12 credits of general electives from anywhere in the university.

Required Courses

- PSYB 101 Introduction to Western Psychology (3)
- PSYB 314 Buddhist Psychology I: Mindfulness Meditation (3)
- PSYB 325 Buddhist Psychology II: Awakening Compassion (3)

Electives in Psychology (9)

General Electives (12)

TOTAL CREDITS 30

BA in Contemplative Psychology Course Descriptions

PSYB100

Anatomy (3)

A traditional approach to the study of normal human anatomy, rooted in the conventional science of anatomy, studying the structure and subsequent function of the major body systems: skeletal, muscular, nervous, endocrine, immune, digestive, blood, cardiovascular, respiratory, urinary, and reproductive systems. Some practical understanding of these major systems is given from a naturopathic physician/acupuncturist's perspective.

PSYB208

Embodying Process and the Individual (3)

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 examines 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 cultivate an ongoing individual practice for embodying their personal process.

PSYB209

Herbal Medicine (3)

An introduction to the use of food, herbs, and other natural remedies to maintain and improve a wide variety of health conditions. We discuss herbal preparations, safety, and dosaging and also learn to identify many local plants in this area. Topics include herbal history, food as medicine, reproductive health, emotional health using natural remedies, natural medicine for children, addictions, psychoactive plants, aromatherapy, and immune system health. The class has an East-West approach, incorporating many of the principles of Oriental medicine, yet mostly using native plants.

PSYB225

Family Systems (3)

An investigation of the family as a system, which has a structure and organization of its own. Interactions between family members are seen from a systematic perspective, thereby deepening the students' understanding of their family of origin and the families of others. The course provides an introduction to the history of family therapy and to the major theorists in the field. The importance of family in various therapeutic contexts is explored as well as diversity of family forms found within our culture and the cultures of others. The course combines readings, lectures, discussions, and experiential exercises. Open to all students with 45+ credits.

PSYB234

Perception (3)

The senses give our mind access to the world. All human senses, including sight, hearing, taste, smell, touch, bodily sensations, etc., are studied. Students practice contemplative sensory awareness, attending to nuance and detail and document their own experience by journaling. Introspection (direct observation of conscious experience) joins with scientific understanding of perceptual processes in laboratory exercises, lecture, and discussion. Findings from modern research on perception and attention provide more complete understanding of the embodied nature of subjective experience. Materials fee.

PSYB239

Nutrition (3)

Students learn basic human physical, nutritional requirements from four perspectives: the field of nutritional anthropology; the scientific discoveries of the twentieth century; direct experience; and from intuition. Students acquire information and tools to determine a diet that suits them best now, as well as how to alter that diet as requirements may change during life.
We study the dietary changes in the twentieth century that underlie our most common causes of chronic disease and death and suggest nutritional strategies to prevent those diseases.

**PSYB255**  
Body-Mind Centering (3)  
This class focuses on the relationship between the body and mind through basic patterns of movement. Students experience their patterns through guided development and transform movement patterns in both themselves and others. The basis of the work is Body-Mind Centering™, movement re-education, and analysis developed by Bonnie Bainbridge Cohen. This class includes a study of living anatomy that brings awareness to the different body systems, developmental movements, and supports alignment and integration. Open to upper-division Contemplative Psychology and Interdisciplinary Studies students only. Others by permission of the instructor.

**PSYB301**  
Statistics and Research Methods (3)  
This course introduces statistical analysis and research methods used to test theories within psychological science. Students learn the most common techniques for describing data and making inferences in psychological research. Students learn to develop research questions, design rigorous and ethically sound experiments, and collect, analyze, and interpret data. Prerequisite: PSYB101, Introduction to Western Psychology.

**PSYB303**  
The Psychology of the Five Elements I (3)  
An exploration of the "law of the five elements" and the system of medicine connected with it. The ancient Chinese viewed body, mind, and spirit as inseparable from the world of nature; careful observation of nature reveals the cause of suffering to any or all of these three areas. Through lecture, discussion, and hands-on exercises, students examine their existing state of physical, mental, and spiritual health. Students develop tools and skills to help improve personal and interpersonal environments. Open to upper-division students only. Others by permission of the instructor.

**PSYB304**  
Somatic Intelligence: The Neuroscience of Our Body-Mind Connection (3)  
An introduction to somatic psychology, this course presents theoretical conceptualizations of the body-mind continuum, emphasizing emotions, movement, perception, and the nature of illness and healing as illustrated by recent scientific theories and findings. By studying how our bodies and psyches weave together, we can become aware of their interdependence and construct more effective therapeutic experiences both for ourselves and for others. Students learn the fundamental principles of the somatic psychology field and explore in depth their relationship with advanced developmental psychology theories. Prerequisite: PSYB101, Introduction to Western Psychology; PSYB100, Anatomy, is strongly recommended.

**PSYB314**  
Buddhist Psychology I: Mindfulness Meditation (3)  
This required course is an introduction to the psychological principles and sitting practice of mindfulness-awareness meditation, and is drawn from the Tibetan and Zen Buddhist traditions as well as the Shambhala teachings of sacred warriorship. We explore the many ways—all obvious and subtle—in which ego-fixation creates suffering and confusion in our lives. We train students to begin to develop inner tranquility, insight, and loving-kindness as the essential ground for working effectively with their own life challenges and those of other people. Open to Contemplative Psychology and Interdisciplinary Studies students with 45 credits only. Others by permission of instructor.

**PSYB323**  
The Psychology of the Five Elements II (3)  
A continuation of the work in PSYB303. Students work more deeply with five element diagnoses—the officials, color, sound, odor, and emotion diagnosis in our personal healing journeys. In addition, we journey to various local plants and trees to access their wisdom and healing powers within the context of the five elements. This is a beginning of the work with "plant spirit medicine." 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: PSYB303. Open to upper-division students only. Others by permission of instructor.

**PSYB325**  
Buddhist Psychology II: Awakening Compassion (3)  
An in-depth examination of the principles of compassionate action, as taught in both the Tibetan tradition of Mahayana Buddhism (the bodhisattva path) and the Western tradition of service to others. Students learn and practice tonglen meditation and the skills of deep listening, empathic attendance, dialogue, and servant leadership. Each student also writes weekly reflection papers that track the unfolding of a helping relationship with another person in light of the principles being presented. Prerequisite: PSYB314 or meditation experience and permission of instructor. Open to Contemplative Psychology and Interdisciplinary Studies students only. Others by permission of instructor.

**PSYB328**  
Gestalt: Presence (3)  
Gestalt is first and foremost a way of being and a powerful, provocative way of understanding and working with the body, speech, and mind. By focusing on the details of moment-to-moment experience and on the interplay between the individual and the environment, Gestalt seeks to develop self-knowledge, satisfaction, self-support, and clear boundaries. The course includes readings, lectures, discussions, and experiential exercises on the nature of being and ego. Upper-division Contemplative Psychology and Interdisciplinary Studies students only. Prerequisite: PSYB101.

**PSYB329**  
Approaches to Healing (3)  
A basic overview of the theory, practice, and use of various natural approaches to health and healing. Emphasis is placed upon understanding and appreciating these modalities and discerning when and for what they are appropriate. Students research and articulate the paradigms of holistic medicine, clarifying their personal interest for future work in this field. Open to upper-division students with 60+ credits only. Course fee.

**PSYB330**  
Introduction to Jungian Psychology (3)  
A general introduction to the psychology of C.G. Jung, this course covers Jung’s major contributions to dynamic psychology, including topics such as ego consciousness, complexes, libido theory, archetypes, and the collective unconscious, persona and shadow, anima and animus, the Self, individuation, synchronicity, active imagination, and dream analysis. Students are required to explore their own inner world and confront unconscious processes by maintaining a journal, sharing dreams, and working toward developing a "life myth." Each class combines lecture, discussion, and process, in order to bring meaning and reality to Jung's concepts. Prerequisite: PSYB101 or by permission of instructor. Not open to first-year students.

**PSYB333**  
Hakomi Somatics (3)  
Recognizing that mind and body jointly express and reflect deeply held, often unconscious beliefs about oneself and others, Hakomi somatics helps bring these beliefs to conscious awareness. The body, with its various patterns, is used to access an intelligence that underlies habitual, limiting patterns. Thus, limiting patterns are recognized and understood, making learning and transformation become possible. Students engage in exercises in mindfulness. Topics include the Hakomi principles, character strategies, boundaries, resources, and somatic psychological skill building, which can be used in daily life. Upper-division BA students only. Others by permission of instructor.
PSYB343W
Contemplative Community Retreat (1)
This two-day retreat at Shambhala Mountain Center takes place every other fall semester. The practices of sitting and walking meditation, Tonglen, Maitri Space Awareness, and contemplative play, bring students, faculty, and staff together in community with a sense of purpose and friendship. Open to Contemplative Psychology students only. A required retreat orientation occurs in advance of the retreat and serves to prepare students for success in the PSYB343W retreat environment. Special fee for room and board.

PSYB345/345e
Developmental Psychology (3)
A study of theory in human development from birth through the span of life. Students are introduced to major theorists and discuss the philosophical and practical relationship of ethics to psychology, including cross-cultural issues. Students clarify, formulate, and develop their own beliefs and approaches to human development in relation to these major schools of thought. We explore the relationship of these traditional approaches to the contemplative and transpersonal perspectives. Prerequisite: PSYB101. Open to Contemplative Psychology and Interdisciplinary Studies students only.

PSYB350
Humanistic Psychology (3)
An exploration of the basic principles of humanistic and existential psychology and psychotherapy. This is the so-called “third force” in the modern Western tradition of psychology, which emerged after 1940 both as an expansion and an alternative to the psychoanalytic and behavioral schools that preceded it. It emphasizes the authenticity of the therapist as the key factor in promoting the client’s potential for growth and healing. We focus on the work of Adler, Rogers, and Maslow among the humanists, and the work of Yalom, May, Frankl, Perls, and Bugental among the existentialists. Prerequisite: PSYB101. Open to Contemplative Psychology and Interdisciplinary Studies students only.

PSYB354
Introduction to Transpersonal Psychology (3)
This course uses the work of Jung, Assagioli, Grof, Wilber, Walsh, Vaughan, and others to introduce students to the theoretical concepts and practical applications of transpersonal psychology. Students also learn to utilize the tools of this field of study, as well as explore their personal journey through the lens of transpersonal psychology. Prerequisite: PSYB101. Open to upper-division Contemplative Psychology and Interdisciplinary Studies students only.

PSYB355
Dynamics of Intimate Relationships (3)
An exploration of multiple approaches to intimate relationship from schools of thought such as feminist psychology, social psychology, attachment theory, counseling psychology, Buddhist and transpersonal psychology, sociology, queer theory, and multicultural and scientific research. Issues discussed include attraction, communication, neurobiology of love, relationship as spiritual path, attachment and family of origin, cultural influences, relationship dysfunction, relationship violence, gender, and sexuality. Through the synthesis of contemplative introspection, critical thinking, and the research and theories explored in class, students will develop their own theories of relationship. Prerequisite: PSYB101. Open to upper-division students only.

PSYB357
Cognitive Psychology (3)
This course concerns the study of thought, conscious experience, and associated mental functions. This area of psychological science focuses on the high-level mental processes and related brain activity involved in conscious mental life, and unconscious information processing. Specific topics include attention, language, intelligences, imagery, emotion, conceptual knowledge, memory, problem solving, expertise, reasoning, and decision making. This course emphasizes the perspectives of information processing, cognitive neuroscience, and contemplative psychological science. Prerequisite: PSYB101.

PSYB359
Learning from Trauma: Understanding Its Effects and Building Personal Resources (3)
Unresolved trauma affects our psychological and physical well-being. This class educates students about the aftereffects of trauma, such as the inability to modulate physiological arousal, dissociation, and emotional problems and negative beliefs that might arise following trauma. This is an experiential class that emphasizes learning resources, especially somatic resources, for working with the effects of trauma in a group setting. The primary focus is on working through the body to develop somatic resources that help a person cope with and resolve the symptoms of trauma and gain mastery over helpless and overwhelming feelings. Open to upper-division students only or lower-division students with prerequisite PSYB333.

PSYB371/371e
Personality Theories (3)
Students explore the development of human personality. We study the theories of major traditional systems of psychology, including psychoanalysis, analytical psychology, behavioral, humanistic, systemic, feminist, and existential models. Students clarify, formulate, and develop their own thoughts and approaches to the psychology of personality in relation to these major theories. We also explore the relationship of these approaches to the contemplative and transpersonal perspectives. Prerequisite: PSYB101. Open to upper-division Contemplative Psychology and Interdisciplinary Studies students and Contemplative Psychology minors only.

PSYB373
Social Psychology (3)
How do attitudes form and change? How do group dynamics influence decision making? What factors influence altruistic behavior? This course examines concepts and research evidence from areas of social psychology, such as the social self, social influence, cultural variation, attraction, humanitarian behavior, among others. The underlying variables of mindfulness and arousal are examined as a bridge to the contemplative perspective. Prerequisite: PSYB101. Open to upper-division Contemplative Psychology and Interdisciplinary Studies students only. Others by permission of the instructor.

PSYB415
Maitri: Working with Emotions (3)
In the maitri practice, particular postures and specially designed rooms evoke a variety of psychological spaces from which different styles of thought and emotion arise. Students explore the major types of psychological spaces; their relation to pride, passion, paranoia, ignorance, frustration, and aggression; and the Buddhist approach to sanity and neurosis through a weekly lecture, practice in maitri rooms, and participation in a smaller group to process material more personally. Prerequisite: PSYB325 or equivalent meditation experience. Open only to upper-division students. Others by permission of the instructor.

PSYB420/420e
Abnormal Psychology (3)
Students investigate the merits and liabilities of Western assessment and treatment approaches to psychological problems. We consider the sociocultural contexts in which assessment and treatment approaches are variably formulated and applied. We investigate both transcultural understandings of psychological problems and the wisdom of cultural relativity. Students acquire a solid foundation in traditional Western clinical approaches to mental health as articulated and codified in the DSM IV-TR. Prerequisites: PSYB345, PSYB357, or PSYB371. Open to upper-division Contemplative Psychology and Interdisciplinary Studies students and Contemplative Psychology minors only.
PSYB425
Field Placement (3)
Students engage in an approved community-based volunteer project. Lectures, dialogue, guest speakers, and experiential activities support students in developing their own vision of socially relevant community-based learning that is culturally sensitive and nurtured by contemplative practice. Students hone previously learned skills in diversity and contemplative practice and apply these to real-world settings. Prerequisites: PSYB314, PSYB325, and PSYB415. Open to upper-division Contemplative Psychology students only.

PSYB430
Exploring Dream Psychology (3)
This course works with dreams in a highly experiential manner and context, using an eclectic variety of perspectives with an emphasis on Jungian and Gestalt approaches. Students’ dreams are explored in and out of the classroom: individually, in small and large group contexts, and with art media. An ongoing dream practice is required, including the creation and maintenance of a dream journal. Students are asked to relate their dream work to their waking psychological life in assignments. Prerequisite: PSYB330 or PSYB354.

PSYB435
Authentic Movement/Body Awareness Practice (3)
Authentic Movement is a self-directed movement process employing the wisdom of the body as a pathway to awareness. It offers an opportunity to experience the individual and collective body as a vessel for healing and transformation and creative process. This course explores the ground form of Authentic Movement: the mover, the witness, and the relationship between them. Students explore their own process while experiencing this therapeutic movement form. Through learning how to increase the authenticy of presence, students explore the ground of healing relationship. Authentic Movement provides a model for life lived in authentic relationship to self, others, and community. Prerequisite: Any one of the following: PSYB208, PSYB255, PSYB304, PSYB333, or PSYB359.

PSYB482
Senior Seminar I: Transformational Psychology—
The Group Experience (3)
Senior Seminar I is the initiatory phase in a two-semester multisensory, multifaceted process, whereby students explore the nature of creativity and its fundamental relationship to psychology in the context of the classroom community. Through readings, writings, class discussions, and exercises, students uncover their relationship to creativity and learn what exposing oneself to the larger world means. By engaging their curiosity and liveliness, and developing awareness around habitual patterns and resistances, students cultivate trust in themselves and their inherent qualities of wakefulness, wisdom, and compassion. Open to Contemplative Psychology seniors with 90 credits only or by permission of instructor. Materials fee.

PSYB483
Senior Seminar II: Transformational Psychology—
The Threshold Experience (3)
Senior Seminar II is the culminating phase in a multisensory, multifaceted process, which introduces and explores the topic of transition. Students utilize the lessons learned and relationships formed within the first semester as inspiration for developing their final integrative papers and corresponding presentations. Students research topics that provoke deep inquiry and challenge both their intellect and intuition. This course culminates in an event held during an extended class period on the last day of the course. Prerequisite: PSYB482. Open to Contemplative Psychology seniors only. Materials fee.

PSYB490
Special Topics in Psychology (3)
An advanced examination of a topic drawn from psychology. Assignments may include reading, labs, papers, oral presentations, quizzes/exams, literature searches, and manuscript preparation. This course culminates in a public oral presentation. Topics vary by semester and section. Prerequisites include PSYB101, and any 300-level PSYB course or permission of instructor. May be repeated.

PSYB495
Advanced Practicum in Psychological Research (3)
An advanced examination using research methods that discover new knowledge about a topic drawn from psychology. Assignments may include literature search, study design, data collection, data entry, data analysis, and manuscript preparation. This course culminates in a public oral presentation. Topics vary by semester and section. Prerequisites: PSYB101 and any 300-level PSYB course, or permission of instructor. May be repeated. Course fee.

PSYB499
Independent Study (1–3)
BA IN EARLY CHILDHOOD EDUCATION

The Early Childhood Education major is a dynamic and diverse program, calling upon students to be immersed in contemporary theories of development, rich curriculum studies, and in-depth training in contemplative traditions, all of which supports the ground of developing teachers from the inside out. In addition, students’ learning is expanded by observations, service learning, lab assignments, and international service work, which fosters the students’ practical classroom experience from day one.

This major draws upon the richness of Boulder’s contemplative early education community, including Alaya Preschool, Naropa’s lab school. Program courses emphasize the integration of mindfulness-awareness with holistic teaching practices. Observation-based child development courses emphasize emotional development. Students explore contemplative teaching skills drawn from holistic and spiritual traditions, such as Waldorf, Montessori, Shambhala and Reggio Emilia. Teaching skills grow from firsthand observation practice and course study with master teachers in a variety of contemplative preschool settings.

Internship
The culmination of the BA degree is the internship course in which students apprentice with experienced teachers in Naropa’s lab school or other early education programs. This highly individualized on-the-job training helps students develop and refine their teaching skills in exemplary educational environments. (It is strongly encouraged for students to take no more than 12 credits during the internship.)

Declaration of Major
In addition to adhering to university requirements and deadlines, Early Childhood Education requires
• a meeting with the department;
• successful completion of EDU245, Education, Culture, and Critical Pedagogy. (Major can be declared concurrent with enrollment in this course.)

Portfolio
All students must submit a portfolio, according to department guidelines, of their work prior to graduation. The portfolio is part of the undergraduate Early Childhood degree program requirements.

BA in Early Childhood Education Requirements
Prerequisite Course
EDU245 Education, Culture, and Critical Pedagogy (3)

Required Courses
EDU200 Foundations of Contemplative Education (3)
EDU310 Kindergarten Magic (3)
EDU330 Holistic and Contemplative Teaching Traditions (3)
EDU360 Administration of Early Childhood Care and Education Programs (3)
EDU365 Administration: Human Relations for Early Childhood Professions (3)
EDU380 Observing Early Development I (3)
EDU385 Observing Early Development II (3)
EDU404 Maitri and Learning Styles (3)
EDU420 Energy and Expression in the Classroom (2)
EDU430 Teaching Young Children (3)
EDU450 Supervised Teaching Practicum (4)

Choose one elective:
EDU352 Poverty Matters (3)
EDU393 Issues in Education: The Mary Culkin Series (3)

SUBTOTAL  3

TOTAL CREDITS 36

Minor in Contemplative Education
EDU200 Foundations of Contemplative Education (3)
EDU245 Education, Culture, and Critical Pedagogy (3)
EDU330 Holistic and Contemplative Teaching Traditions (3)
EDU404 Maitri and Learning Styles (3)

TOTAL CREDITS 12

Minor in Early Childhood Education
Choose four courses from the following:
EDU310 Kindergarten Magic (3)
EDU352 Poverty Matters (3)
EDU380 Observing Early Development I (3)
EDU385 Observing Early Development II (3)
EDU393 Issues in Education: The Mary Culkin Series (3)
EDU430 Teaching Young Children (3)

TOTAL CREDITS 12

BA in Early Childhood Education Course Descriptions
EDU200
Foundations of Contemplative Education (3)
This course lays the ground for discovering the richness and dignity of ourselves and children. Through an exploration of the Shambhala/Buddhist approaches to contemplative education and studying the principles of holistic education, we engage in creating a dynamic and fluid philosophical ground from which to build. Students learn to work with their minds directly, gently, and creatively. During the class they develop practices in mindfulness-awareness, sensory awareness, and contemplative educational observation. These practices enable students to better understand themselves and children without prejudice and aggression. Students are instructed in sitting meditation and are required to have a regular meditation practice.

EDU245
Education, Culture, and Critical Pedagogy (3)
Education, culture, and critical theory promote the idea that education is to help students make sense of their world and at the same time help students make sense of themselves in the world. Students are both subjects and objects of education. They are the learner, teacher, and the researcher. Through the study of critical theory, this class explores the questions of what education can be, develops skills to uncover what education actually is, and deepens students’ understanding of the contradictions that have shaped their own and other people’s consciousness. This course deepens the students’ appreciation of inquiry through literary review and discussion and increases their ability to recognize the ways power operates to create oppressive conditions for some groups and privilege for others. Students gain skills in challenging the more common views of reality.

EDU310
Kindergarten Magic (3)
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. Movement, story, song, crafts, puppetry, circle time, and painting are explored. Students create an environment for each other to work with those skills and discover their own creative impulse in relationship to sharing the magic.

**EDU330**  
Holistic and Contemplative Teaching Traditions (3)  
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 contemplative traditions of Shambhala, Montessori, Waldorf, Reggio Emilia, and others. On-site observations are done in preschools that 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. Sitting meditation requirement.

**EDU352**  
Poverty Matters (3)  
An exploration of the beliefs and myths surrounding poverty and its effects on people, the environment, and the communities of practice. Opportunities are provided for students to gain a deep understanding of diversity by developing relationships with the people of Jalapa, Nicaragua, and participating in a two-week residential program, or by working locally with diverse populations who are economically challenged. It is not necessary to have Spanish as a second language for the work in Nicaragua.

**EDU360**  
Administration of Early Childhood Care and Education Programs (3)  
This course examines Colorado’s minimal licensing requirements, as well as optimal standards pertaining to the operation of programs for young children. This course focuses on the director’s administrative skills and role as a community advocate for young children and addresses birth through age twelve. Course content focuses on establishing a new center, administrative functions, and advocacy.

**EDU365e**  
Administration: Human Relations for Early Childhood Professions (3)  
This course focuses on the human relations component of an early childhood professional’s responsibilities, including director-staff relationships, staff development, leadership strategies, parent-professional partnerships, and community interaction.

**EDU380**  
Observing Early Development I (3)  
A study of the development of children, ages birth to three, with particular emphasis on toddlers and three-year-olds. The approach begins with firsthand contemplative observation, and then proceeds to studies of relevant developmental theory within a contemplative context in the areas of body, speech, and mind.

**EDU385**  
Observing Early Development II (3)  
A study of the development of children ages four to eight with emphasis on four to six-year-olds. As in EDU380, the study begins with firsthand contemplative observation and then proceeds to relevant developmental theories within a contemplative context of the areas of body, speech, and mind. Prerequisite: EDU380, Observing Early Development I.

**EDU393**  
Issues in Education: The Mary Culkin Series (3)  
A public lecture series through which students can learn about a wide variety of issues in the field of education, including early education, higher education, and contemplative education. Regional and national leaders address such topics as diversity and multicultural perspectives, public policy, current research, spirituality, leadership, and other key issues of interest to educators. Through this broad survey of topics, we become connected to the larger education community. A companion discussion forum is available for students taking this course for credit. Course work includes relevant readings and response papers relating to each topic.

**EDU404**  
Maitri and Learning Styles (3)  
Students study and practice the traditional five Buddhist energy styles in relation to teaching and learning. Integrated into this approach is an exploration of multiple learning styles. Adapted for westerners from the tradition of Tibetan yoga, maitri training is a sophisticated method of cultivating awareness of the emotions and developing appreciation of discrete styles of statement in ourselves and others. Students learn how they might manifest these intrinsic wisdoms in their own educational journeys, in teaching, in curriculum development, and in creating learning environments. Prerequisite: Established meditation practice and permission of instructor. Materials fee.

**EDU420**  
Energy and Expression in the Classroom (2)  
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 that nurture graceful and expressive movement and authentic social and emotional skills in children. Educational strategies that 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 learn to meet and guide the energetic needs of individuals and groups of young children.

**EDU430**  
Teaching Young Children (3)  
This course brings a contemplative view to learning the skills necessary for teaching preschool children, emphasizing the importance of observation and reflection. The class combines lecture-discussion, observation, and experiential approaches. Students utilize developmentally appropriate practice and the seven core dispositions of teaching to examine the dynamics of the child, the adult, and the environment within a contemplative setting. The class visits each of the internship settings, and students are assigned their internship placements for the spring semester. The study of preschool teaching then focuses on the details of that particular philosophy and teacher.

**EDU450**  
Supervised Teaching Practicum (4)  
This practicum provides supervised internship teacher training in a contemplative preschool setting. As the culmination of the BA program, this course is an internship with a skilled teacher who practices contemplative preschool education. Interns practice and are trained in all the skills of teaching a preschool class. Supervision includes regular meetings with the supervising teacher, the teaching team, and the program director. Open to program students only. Prerequisite: EDU430, Teaching Young Children.

**EDU499**  
Independent Study (1–3)
Environmental studies is an inherently transdisciplinary field arising from the interaction of Western-based natural and social sciences, and from other sources of wisdom and tradition. The Environmental Studies program is designed to empower students to develop the knowledge base and skill set needed to address complex environmental issues.

The Environmental Studies curriculum integrates the complex and interconnected relationships of the natural environment, human culture, and personal experiences. These relationships are studied through six interrelated strands: field science, sacred ecology, sustainability, permaculture, environmental history and justice, and learning community.

Program Vision
Environmental studies at Naropa University integrates a deep understanding of the living world through the study of science, systems, sacred ecology, historic and contemporary environmental movements, diverse perspectives and wisdom, and contemplation as well as engaging in hands-on community-based work. We believe that through critical examination and understanding, engaging in deep relationships, and developing appropriate skills, humans can learn how to respond to the ecological crisis and return to harmonious sustainable relationships within the living world.

Declaration of Major
In addition to adhering to university requirements and deadlines, Environmental Studies requires
• a meeting with an ENV faculty member;
• completion of ENV100, Physical Geography, and ENV245, Geography: Pilgrimage and Sacred Landscape, with a minimum grade of “B-.”

Creating a Learning Community
The Environmental Studies program requires BA majors to complete four semesters of ENV357, Creating a Learning Community (typically during the junior and senior years). This is a noncredit course that provides students the time and space to build community within the department by engaging in meaningful environmental issues and projects. This course is also open to Environmental Studies minors and Interdisciplinary Studies majors with Environmental Studies concentrations.

Senior Project
BA majors are required to complete an individual senior project in the final year of the program. The project can take the form of either a traditional senior thesis paper or a community-based project. This requirement is fulfilled by completing ENV480, Senior Project.

Internship and Independent Study Opportunities
The Environmental Studies program has fostered partnerships with community organizations where students can arrange internships and co-create meaningful independent study opportunities that supplement the Environmental Studies curriculum.

Permaculture Certificate
Students who successfully complete ENV260, Introduction to Permaculture, and ENV342, Permaculture Design, at Naropa University with grades of “B” or better in both courses, including their final project, are eligible for a Permaculture Certificate. This is issued from the Permaculture Instructor who is authorized by the Institute for Permaculture.

BA Environmental Studies Requirements
Core Courses
- ENV207 History of the Environmental Movement (3)
- ENV215 Sustainability (3)
- ENV220 Ecology and Systems Science (3)
- ENV238 Survival Skills (3)
- ENV250 Nature, the Sacred, and Contemplation (3)
- ENV260 Introduction to Permaculture (3)
- ENV318 Deep Ecology (3)
- ENV355 Environmental Justice (3)
- ENV357 Creating a Learning Community (noncredit)
- ENV420 Environmental Service Learning: Ecological Restoration (3)
- ENV480 Senior Project Course (3)

Choose one field science course:
- ENV311 Plant Ecology (3)
- ENV321 Geology (3)

Choose one focus course:
- ENV236 Green Building (3)
- ENV253 Environmental Economics (3)
- ENV342 Permaculture Design (3)
- ENV363 Indigenous Environmental Issues (3)
- ENV370 Ecopsychology (3)

TOTAL CREDITS 36

Minor in Environmental Studies
Students from other departments interested in an Environmental Studies minor may select one of the following 12-credit minors. Courses must be taken in the appropriate sequence where prerequisites exist.

Ecology and Systems Science
- ENV100 Physical Geography: Beholding the Body of the Earth (3)
- ENV220 Ecology and Systems Science (3)
- ENV238 Survival Skills (3)

TOTAL CREDITS 12

Environmental History and Justice
- ENV207 History of the Environmental Movement (3)
- ENV355 Environmental Justice (3)
- ENV363 Indigenous Environmental Issues (3)
- ENV420 Environmental Service Learning: Ecological Restoration (3)

TOTAL CREDITS 12

Environmental Sustainability
- ENV215 Sustainability (3)
- ENV236 Green Building (3)
- ENV253 Environmental Economics (3)
- ENV260 Introduction to Permaculture (3)

TOTAL CREDITS 12

Permaculture
- ENV100 Physical Geography: Beholding the Body of the Earth (3)
- ENV220 Ecology and Systems Science (3)
- ENV260 Introduction to Permaculture (3)
- ENV342 Permaculture Design (3)

TOTAL CREDITS 12
Sacred Ecology
ENV245  Geography: Pilgrimage and Sacred Landscape (3)
ENV250  Nature, the Sacred, and Contemplation (3)
ENV318  Deep Ecology (3)
ENV370  Ecopsychology (3)

**TOTAL CREDITS 12**

**BA in Environmental Studies Course Descriptions**

**ENV100**
Physical Geography: Beholding the Body of the Earth (3)
Deepening our natural understanding of the earth as a living system, this course explores Gaia Theory and the new cosmology of the earth that is emerging in science. Within this framework we explore the formation of the earth—geomorphology and geophysiology—or one could say the “digestion,” “circulatory,” and other systems of Gaia. This new vision in Western science can reawaken understanding and reconfirm our commitment and reciprocity with the earth. Required for entry into ENV major.

**ENV207**
History of the Environmental Movement (3)
An examination of the history of the environmental movement from a U.S. and global perspective. Fundamental elements that inform and shape environmental movements around the world and the impact on people and their response are studied. Required for ENV majors.

**ENV215**
Sustainability (3)
An introduction to the definitions and principles of sustainability, this course explores models and dimensions of sustainability in both the natural world and in human societies. Current examples of sustainable design and development in different parts of the world are offered to inspire students to “think sustainability” and to be alert to it in every aspect of their learning. Personal impact on the environment and personal sustainability are examined as aspects of developing a sustainable vision for the present and the future. Required for ENV majors.

**ENV220**
Ecology and Systems Science (3)
This science course introduces students to the basic principles of ecology and natural cycles in the earth, soil, water, air, and living systems. It also introduces the basic principles of systems theory. Students develop a strong foundation in basic ecology and systems thinking for the subsequent field science courses and applied courses in horticulture. Required for ENV majors. Prerequisite: ENV100. Required for ENV majors.

**ENV236**
Green Building (3)
An introduction to green construction practices and design and a wide range of green technologies that contribute to sustainable living. The course includes practical hands-on experience and field trips.

**ENV238**
Survival Skills (3)
This course introduces philosophical understanding of living in the nature world in its rhythms and seasonal cycles. Basic wilderness survival skills are learned including making fire, building shelter, finding medicinal plants, hunting, and tracking. Materials fee.

**ENV245**
Geography: Pilgrimage and Sacred Landscape (3)
Religious and cultural worldviews play a significant role in shaping our understanding of and impact on the earth. Students explore the world through the lens of pilgrimage and sacred landscape. Geography is a discipline of storytelling of the earth. Thus, we engage in listening, reading, writing, and telling stories to recall and awaken our connection with the earth. Required for entry into the ENV major.

**ENV250**
Nature, the Sacred, and Contemplation (3)
An exploration of the individual, cultural, and contemplative dimensions of the human-nature relationship. It provides the contemplative tools of mindfulness meditation, sensory awareness exercises, and other nature-based awareness practices in order for students to examine and refine their own experiences of nature and the sacred. A three-day residential retreat with a solo contemplative nature walk is a required part of the course. Course fee. Required for ENV majors.

**ENV253**
Environmental Economics (3)
An examination of how conventional economic theory, as well as alternative economic theories, applies to natural resource use and the environment. Fundamental principles of economic relationship to natural resources, externalities, limits to economic growth, the trade-off between growth and the environment, globalization and global ecological issues are studied. Students learn tools of economic analysis and their application to environmental issues and problems.

**ENV260**
Introduction to Permaculture (3)
This course introduces a core set of principles that help us to design human living environments that are increasingly self-sufficient while reducing our society’s reliance on industrial systems of production and distribution that are fundamentally damaging to the planet’s ecosystems. This design system known as Permaculture covers basic agro-ecological design theory. We explore this in a hands-on way while creating edible landscapes, diverse gardens, compost systems, and growing food on the campus. This course also includes field trips and demonstrations. Materials fee. Required for ENV majors.

**ENV311**
Plant Ecology (3)
This field course introduces students to the principles of plant identification and the ecosystems of the Boulder region. Field trips are the central aspect of this class. We visit the diverse array of ecosystems of this region at various elevations. Students learn to read and understand the plant distribution patterns of this region. Prerequisite: ENV220, ENV311.

**ENV318**
Deep Ecology (3)
This course serves as an exploration of the philosophical dimensions of the human-nature relationship. While Deep Ecology serves as the primary framework for this exploration, other approaches, such as ecofeminism and social ecology, are considered. Deep ecology alternatives for addressing ethical and ecological problems are examined along with options for effective and compassionate action. Required for ENV majors.

**ENV321**
Geology (3)
This field course introduces students to the basic principles of geology through exploring the Front Range and using the world-class rock exposures found in this area. Students learn to identify rocks and minerals as well as landscapes shaped by streams, wind, and glaciers. We study the vast expanse of geologic time in the context of the history of the Rocky Mountains. Field trips are a central part of this course. Prerequisite: ENV220.

**ENV342**
Permaculture Design (3)
Advanced coverage of the Permaculture Design course curriculum. Students solidify their understanding of Permaculture and build competence in using ecological design principles and practices to create regenerative human living environments. Students gain practical skills for building living soils, harvesting runoff rainwater, designing ecological pest control, and the development of sustainable food-producing landscapes. Each student
designs a final project modeling Permaculture principles and ecological soundness. Materials fee. Prerequisite: ENV260.

**ENV355**
Environmental Justice (3)
An examination of contemporary issues of environmental justice and racism in the United States and throughout the world. The environmental justice movement is based on social justice and multicultural issues. Required for ENV majors. Prerequisite: COR150, Diversity Seminar.

**ENV357**
Creating a Learning Community (noncredit)
This course provides support structures that allow students to integrate further their academic and personal journey. Malidome Some defines community as “any group of people meeting with the intention to connect to the power within.” It is through the attentive and caring lens of others that we can come to truly know ourselves and be seen for who we are. Through community practices and engagement, action projects and activities, students have the opportunity to develop deeper relationships with their peers, share information and ideas, collaborate on projects, and celebrate their journey together. ENV majors are required to successfully complete this course four times (usually in the junior and senior years).

**ENV363**
Indigenous Environmental Issues (3)
An exploration of the historical relationship between indigenous peoples and their environment in each of the ecosystems under consideration, change in the relationship as a result of European contact, modernization and development, and the current integration of these areas into the present global market economy. Prerequisite: ENV355.

**ENV370**
Ecopsychology (3)
This course highlights key theories and core practices associated with the emerging field of ecopsychology. A basic tenet of ecopsychology is that personal and planetary well-being is inseparable. The theory and practice of ecopsychology is directed toward enhancing the health of the human-nature relationship. The work of ecopsychology is to understand, heal, and develop the psychological dimensions of the human-nature relationship through connecting with natural processes in the web of life.

**ENV399**
Independent Study (1–4)
Recommended for students majoring in Environmental Studies. Best taken after required courses in this area.

**ENV420**
Environmental Service Learning: Ecological Restoration (3)
This course requires students to apply their skills from classroom learning and to engage in hands-on environmental work while developing their leadership skills and contemplative approaches to environmental action. Students engage in real issues and learn through practical experience about environmental problem solving, community concerns, and teamwork. In this service-learning team project, students engage with community partners in ecological restoration work in our community. Students are responsible for project planning and design, implementation, and final presentation of outcomes to the community partners. Required for ENV majors.

**ENV480**
Senior Project Course (3)
The Senior Project Course is a capstone project-based course in which students demonstrate their cumulative knowledge, skills, and abilities in a specific environmental-based research or action project. Students meet in a course format and work independently and collectively on a research project. Students are expected to follow guidelines for the research project and meet specific course criteria. Required for ENV majors.
The 36-credit major in Peace Studies provides opportunities to study and practice a wide range of approaches to community building, conflict transformation, and peacebuilding—from the interpersonal to the global level. The mission of the program is to cultivate compassion and develop the knowledge and skills to engage complex real-world issues.

Students in this program explore a range of methods—meditative and reflective inquiry, dialogue and deliberation, mediation and negotiation, policy research, community organizing, and direct service—to promote peace, social justice, human rights, and environmental sustainability. Faculty design and promote active learning environments, encouraging independent and collaborative projects that reflect students’ personal passions and commitments. From introductory to advanced courses, the program creates opportunities for students to integrate and apply their learning.

The Peace Studies major includes primary and cross-listed courses in education, environmental studies, psychology, and religious studies. Students complete an internship and a senior project as part of the major.

Program Vision
The Peace Studies program offers an interdisciplinary approach to the study of peace and conflict that takes students into the community and brings the community into the classroom. Faculty and students work together to create dynamic learning communities that cultivate compassion and develop the knowledge and skills to engage complex, real-world issues. Faculty design and promote active learning environments, encouraging independent and collaborative projects that reflect students’ personal passions and commitments. While some students choose to focus on local civic engagement projects and initiatives, others are drawn to work nationally and internationally. The program approaches the study of peace and conflict holistically—with attention to personal and social transformation, to the needs of individuals, communities, and the global commons.

Declaration of Major
In addition to adhering to university requirements and deadlines, students wishing to declare a major in Peace Studies must meet with the department chair.

BA in Peace Studies Requirements
PAX250 Introduction to Peace and Conflict Studies (3)
PAX335e Nonviolence: The Global Citizen and Contemplative Life (3)
PAX340 Conflict Transformation: Theory and Practice (3)
PAX345 Skills for Peacebuilding: Leadership, Restorative Justice, and Dialogue (3)
PAX450 Internship (3)
PAX480 Senior Project (3)
SUBTOTAL 18
Choose 3 credits from History & Politics of Social Change
PAX415 Gender, Politics, and Social Change (3)
PAX425 Law, Human Rights, and Social Change (3)
SUBTOTAL 3
Choose 3 credits from International Perspectives
PAX360 International Affairs (3)
PAX445 Border Studies: The Lower Rio Grande Border Witness Immersion (3)
SUBTOTAL 3
Choose 3 credits from Themes in Peace & Conflict Studies
EDU352 Poverty Matters (3)
ENV355 Environmental Justice (3)
REL312 Spiritual Models of Social Action (3)
SUBTOTAL 3
Choose 9 credits from Interdisciplinary Explorations
ART380 The Cinema of Exile and Diaspora (3)
EDU352 Poverty Matters (3)
ENV253 Environmental Economics (3)
ENV318 Deep Ecology (3)
ENV355 Environmental Justice (3)
PAX445 Border Studies: The Lower Rio Grande Border Witness Immersion (3)
PSYB373 Social Psychology (3)
PSYB359 Learning from Trauma: Understanding Its Effects and Building Personal Resources (3)
REL212 Queer Theory, Feminism, and Religion (3)
REL312 Spiritual Models of Social Action (3)
WR1380 Eco-Lit (3)
SUBTOTAL 9
TOTAL CREDITS 36

Minor in Peace Studies
Required Course
PAX250 Introduction to Peace and Conflict Studies (3)
SUBTOTAL 3
Choose 9 credits from the following:
PAX335e Nonviolence: The Global Citizen and Contemplative Life (3)
PAX340 Conflict Transformation: Theory and Practice (3)
PAX345 Skills for Peacebuilding: Leadership, Restorative Justice, and Dialogue (3)
PAX360 International Affairs (3)
PAX415 Gender, Politics, and Social Change (3)
PAX425 Law, Human Rights, and Social Change (3)
PAX445 Border Studies: The Lower Rio Grande Border Witness Immersion (3)
SUBTOTAL 9
TOTAL CREDITS 12

BA in Peace Studies Course Descriptions
PAX250 Introduction to Peace and Conflict Studies (3)
An investigation of key questions in the interdisciplinary field of peace and conflict studies: What are the causes and conditions of violence and the conditions that foster peace and social justice? What is the difference between “negative” and “positive” peace? How do ordinary citizens, non-governmental organizations, and international organizations, such as the United Nations, contribute to peacebuilding? What are the ethical values and practical tools of peacebuilders across cultures? These questions...
require cross-disciplinary thinking; as such, we read widely across a range of disciplines, including anthropology, psychology, political science, and history. Source materials include biographical and autobiographical narratives, film, and student-generated interviews with veterans, community leaders, and concerned citizens. This course may include a community service-learning project with refugee youth or another community.

**PAX335e**

**Nonviolence: The Global Citizen and Contemplative Life (3)**

The theories and practice of nonviolence from historical and contemporary perspectives are studied. This online course explores a central paradox of contemplative life. One of the distinguishing features of contemplative life is the aspiration to live in the present moment, timeless. On the other hand, contemplatives have often been deeply involved in activist struggles to improve the social and political conditions of their time and place. The life of Gandhi is used as a reference point, and examples from around the globe encourage students in understanding the dynamics of this paradox in different settings and in their own lives. Students examine their own ethical principles and practices, deepening the inquiry through shared exploration. Online fees apply.

**PAX340**

**Conflict Transformation: Theory and Practice (3)**

An exploration of theories and practices of conflict transformation in a range of settings and locations—from conflict resolution programs in public schools in the United States to the South African Truth and Reconciliation Commission. The course examines interpersonal and structural dynamics of conflict, building skills to work effectively with individuals and small groups, and studying attempts to end cycles of violence, revenge, and trauma at the national and international level. We investigate our own assumptions about conflict, the potency of cultural and religious differences, the complexities of intervention, and the possibility of transformation. We consider the role of curiosity, creativity, the media, and “the moral imagination” in peacebuilding. Fieldwork assignments link theory and practice, providing hands-on, experiential learning. Students in this course acquire beginning level skills in mediation and gain practical experience mediating low-stakes conflicts.

**PAX345**

**Skills for Peacebuilding: Leadership, Restorative Justice, and Dialogue (3)**

An exploration of the principles, practices, and ethical foundations of community leadership, restorative justice, and dialogue. The course examines historical and contemporary models of leadership, gleaning insights students can apply to their own approaches to leadership. Likewise, the study of restorative justice provides an opportunity to investigate personal, societal, and religious frameworks for thinking about wrongdoing. As the course investigates theories and practices of dialogue at the local, national, and international level, students gain practical experience in designing, facilitating, and evaluating dialogues. Methods may include small group discussion, experiential activities, and community service on local restorative justice panels. Each student completes an individual or group leadership project.

**PAX360**

**International Affairs (3)**

An introduction to the field of International Affairs, tracing three key themes: globalization, geopolitics, and nationalism. The course explores the historical evolution of globalization, traces the historical roots of geopolitical thinking, and examines the influence of geography on U.S. foreign policy and contemporary U.S. geopolitics. Students analyze the upsurge of various nationalisms since the end of the Cold War and evaluate their impact on the existing state-system. Using a case study approach, the course explores the three key themes in various regional contexts. Case studies vary from semester to semester but may include contemporary political-economy in Latin America, the geopolitics of the Orange Revolution in Ukraine, the conflict in Israel-Palestine, the geopolitics of the 2003 U.S. Invasion of Iraq, and U.S.-Iranian relations.

**PAX415**

**Gender, Politics, and Social Change (3)**

Gender is investigated as a lens on global politics and social change. The course examines the impact of war and violence on women and historical and contemporary examples of women’s peace activism and political leadership. Through selected case studies, students become familiar with a range of interlocking issues that affect women globally, examining the gendered politics of war and peace and multiple versions of feminism and coalition building. We move the classroom into the community through field trips and partnerships with local community groups and invite scholars, activists, and community leaders from diverse locations into the classroom.

**PAX425**

**Law, Human Rights, and Social Change (3)**

Selected aspects of U.S. law, legal institutions, and traditions with a view toward understanding how they respond to and effect social change are surveyed. The course examines landmark court cases, such as Miranda v. Arizona, Roe v. Wade, and Brown v. Board of Education, that demonstrate how the judicial branch of government affects everyday life and develops, shapes, and enforces social policy. We also consider how the U.S. is, or is not, influenced by international treaties such as the Universal Declaration of Human Rights (UDHR) and the Geneva Convention. Students are introduced to and practice legal skills, such as case law analysis, advocacy, issue analysis, fact/evidence selection and relevance, and the ability to examine and argue both sides of an issue.

**PAX445**

**Border Studies: The Lower Rio Grande Border Witness Immersion (3)**

A cross-cultural seminar (May-semester) including travel to the south Texas-Mexico border to study the diverse issues and cultures of the lower Rio Grande Valley. The course begins on campus with an introduction to the economic and environmental issues of the region and to the philosophy and practice of bearing witness. Toward the end, we travel to the Texas-Mexico border where refugee shelters, community groups, colonias (unincorporated rural subdivisions in the U.S.), and maquiladoras (U.S. factories in Mexico) are visited, focusing on issues facing women workers, health and environmental hazards, and the impact of the North American Free Trade Agreement (NAFTA) on the region. We meet with people working on both sides of the border in a variety of sectors—public health, education, and immigration policy, among others.

**PAX450**

**Internship (3)**

The internship provides students with opportunities to deepen their understanding of the practical means of working for social change by working on projects that require a range of skills—grassroots organizing, coalition building, lobbying, policy research, grant-writing, and fundraising. Students may pursue internships that build on prior experience or pursue a new direction. Internship placements range from community-based media to restorative justice initiatives and to educational organizations working on issues of social justice, peace, human rights, and environmental sustainability. The internship culminates in presentations to the community in which students bring back new knowledge and skills to the Naropa community.

**PAX480**

**Senior Project (3)**

The senior project requires both sustained independent work and collaboration, as students read and research, conduct interviews in the community, and receive feedback from a faculty mentor. Students are encouraged to design senior projects that include self-reflection and inquiry, creativity and scholarship, and the intention to serve a specific community. Senior project research methods range from case study and community-based research to arts-based research, biography, and oral history. The outcomes vary—publication, performance, building organizational capacity, and other forms of public work. Students complete a self-assessment as part of their senior projects, which culminate in celebratory presentations to the community.
The MA in Contemplative Education is a two-year professional-development degree for practicing teachers from all levels of instruction. This program is also open to non-teachers interested in a nonsectarian contemplative approach to teaching and learning.

This low-residency degree program is offered by way of summer retreats and online courses. It joins the wisdom and skilful means of Eastern meditative traditions with Western holistic educational methods and insights. Based on the principles and practices of mindfulness and awareness primarily from the Tibetan contemplative traditions, the curriculum offers a path of personal nourishment and effective pedagogy.

The program begins in late June with a three-and-a-half-week residential program, which is followed by two online courses in each of the fall and spring semesters. The second year repeats this sequence. The program is completed during the third summer with a weekend for presentation of Masters’ Projects and Graduation. Summer programs focus on the contemplative transformation of the teacher. Online semesters apply contemplative approaches to each student’s classroom teaching, as well as extending academic studies of spiritual approaches to teaching, learning, and human emotional development.

**Education Beyond the Classroom**

Education Beyond the Classroom (EBC) welcomes nonteachers to apply to the MA Contemplative Education program. This option is open to those interested in directing their study beyond the program’s existing central emphasis on pedagogy and curriculum design. While EBC students are required to take all the existing courses in the MA Contemplative Education program, they can tailor selected course assignments to meet their individual interests. Education Beyond the Classroom students are required, as are all program students, to integrate contemplative personal experience, daily life applications, and relationship skills into their course work.

**MA Contemplative Education Requirements**

**First year, summer**

- EDU600 Presence in Teaching (2)
- EDU605 The Mindful Teacher (4)
- EDU625 Creating Community I (1)

**SUBTOTAL** 7

**First year, fall (online)**

- EDU615e Perspectives in Sacred Learning (3)
- EDU635e Contemplative Teaching (3)

**SUBTOTAL** 6

**First year, spring (online)**

- EDU530e Emotional Roots of Development (3)
- EDU665e Compassionate Teaching (3)

**SUBTOTAL** 6

**Second year, summer**

- EDU700 Cultivating Authentic Knowledge (2)
- EDU705 Embodied Wisdom (4)
- EDU715 Creating Community II (1)

**SUBTOTAL** 7

**Second year, fall (online)**

- EDU735e Transforming Instruction & Curriculum (4)
- EDU850e Master’s Project I: Inquiry and Preparation (2)

**SUBTOTAL** 6

**Second year, spring (online)**

- EDU720e Spiritual Roots of Development (3)
- EDU880e Master’s Project II: Articulation and Presentation (3)

**SUBTOTAL** 6

**Third year, summer**

Masters’ Project Presentation & Graduation (part of EDU 880e)

**TOTAL CREDITS** 38

**Alternative Teacher Licensure Program**

Please note: Naropa University’s Alternative Teacher Licensure Program will not be accepting candidates for the 2011 – 2012 academic year. We are using this time to review and redesign our program. We encourage you to contact other programs in the area including CBOCES of Longmont. Thank you for your interest in our program. If you are looking for an MA in Education, our program will accept ATLP credits from other programs. If you have further questions please contact our administrative specialist, Michael Girado, at mgirodo@naropa.edu.

**Alternative Teacher Licensure Requirements**

**Sequence of Course Work (August entrance)**

- **Fall**
  - EDU560 Jumpstart: Classroom Management Intensive (2)
  - EDU570 Teacher Training & Community Building I (2)

**SUBTOTAL** 4

- **Spring**
  - EDU580 Teacher Training & Community Building II (3)

**SUBTOTAL** 3

**TOTAL CREDITS** 7

**Sequence of Course Work (January entrance)**

- **Spring**
  - EDU580 Teacher Training & Community Building II (3)

**SUBTOTAL** 3

- **Fall**
  - EDU560 Jumpstart: Classroom Management Intensive (2)
  - EDU570 Teacher Training & Community Building I (2)

**SUBTOTAL** 4

**TOTAL CREDITS** 7

**MA in Contemplative Education Course Descriptions**

**EDU530e**

Emotional Roots of Development (3)

A study of emotional development from Western and Eastern sources as an access point to engaging one’s spirituality. Course material encourages teachers to cultivate an empathic appreciation of emotional challenges inherent in humanity across the lifespan. The course covers three aspects: (1) emotion, (2) meaning making, and (3) self-reflection. The approach is to explore these topics across development, appreciating how changes in the physical body and the cognitive mind influence core features of development and vice versa. Observation practices are used to expand
awareness and apply understanding. Prerequisites: A teaching practice and experience with meditation. Students who are not matriculated in the MA program must receive permission of the instructor to register.

EDUS60
Jumpstart: Classroom Management Intensive (2)
The Jumpstart is an intensive one-week introduction to holistic and contemplative classroom management methods. The week starts with a half-day orientation to familiarize the participants with Naropa’s Alternative Teacher Licensure Program and state requirements. Mentor teachers are required to attend the orientation and are invited to attend the entire week. This workshop introduces unique ways in which to build community in the classroom, which is one of the key elements in classroom management. Other areas covered include the fundamentals of behavior, conflict and conflict resolution, nonviolent communication, ways to create an emotionally safe classroom, leadership skills, relationship-building skills, presence in the classroom, and practices for personal and professional growth. Open to ATLP students and others in the teaching profession.

EDUS70
Teacher Training & Community Building I (2)
This course is primarily the one-on-one coaching for ATLP students that will entail thirty hours of direct teacher supervision, observation, meetings, and other learning situations revolving around the student’s grade placement and mentor teacher. This course also includes an online community-building component that all ATLP students, ATLP director, and faculty participate in to cultivate and support the continued training in community building skills. Open to ATLP students only.

EDUS80
Teacher Training & Community Building II (3)
A continuation of EDUS70. Two Reflection Day Workshops are held in January and May during which the ATLP student cohort meet face-to-face to further develop the classroom management skills laid out in the Jumpstart program. Open to ATLP students only.

EDU600
Presence in Teaching (2)
An exploration of the building blocks of form and space as the basis of the art of teaching. Since teachers are improvisational artists, we examine the ingredients for performance: actor and audience. The study includes the topics of presence, projection, intention, ego territories, gesture, emotion, language, story, and other forms of communication. We explore contemplative teaching within the laboratory of body, speech, and mind. The goal is to learn how we as teachers can use space awareness and acting training to refine our presence in the classroom and to improvise more freely with our world. Students who are not matriculated in the MA program must receive permission of the instructor to register.

EDU605
The Mindful Teacher (4)
At the heart of contemplative education is the wakefulness of the teacher. This course explores contemplative concepts, skills, and practices in preparation for the journey of mindful teaching. The basic approach comes from Tibetan meditative traditions, but other Buddhist and contemplative teachers are studied. Observations and perceptual exercises complement readings and discussions. Mindfulness-awareness development is experienced both personally and as a component of community learning. Students who are not matriculated in the MA program must receive permission of the instructor to register.

EDU615e
Perspectives in Sacred Learning (3)
Students study theories and approaches from a variety of traditions in holistic education, as well as current trends. The course focuses on “sacred learning” and how various traditions, educators, and theorists have attempted to educate in sacred ways. Students learn about the historical roots and evolution of the holistic education movement, which is connected to sacred learning. The purpose of this course is to help students distinguish the main tenets of these different stances and to identify how they converge on the sacred. Students who are not matriculated in the MA program must receive permission of the instructor to register.

EDU625
Creating Community I (1)
This seminar integrates the MA Education students’ summer retreat experience by examining and learning from community life from a contemplative perspective. The course includes whole group and break-out discussions on emergent and enduring community issues, the business of being in a learning community, community celebrations, and the reflections on community derived from mindfulness-awareness principles. Each of the topics focused upon during the seminar will have implications for classroom teaching as well as daily living. The approach to community life is drawn primarily from Shambhala Buddhism, supplemented by skilful means and readings from other traditions. First-year students will assist and collaborate with second-year students in a number of topics of the course.

EDU635e
Contemplative Teaching (3)
An exploration of contemplative concepts, skills, and practices introduced in the summer module. As preparation for the journey of mindful teaching, the Tibetan Buddhist meditative traditions (drawn from Naropa University’s heritage) form the basis, or ground, of the course. Practices and perspectives of master teachers and current educators of various contemplative traditions will also be examined and put to the test. Audio lectures, observation techniques, meditation, and experiential exercises will complement written lectures, readings, and discussions. Mindfulness-awareness development will be experienced both personally and as a component of community learning.

EDU665e
Compassionate Teaching (3)
An exploration of compassionate teaching in the classroom. This nonsectarian approach to teaching as a personal spiritual journey brings the teacher’s inner life to the art of teaching. Students investigate the traditional compassionate qualities of generosity, patience, discipline, exertion, and knowledge in teaching and learning and also explore the dynamics of transitions and compassionate relationships in learning communities. Readings come from leaders in the field as well as from relevant Buddhist and other spiritual teachers. The course includes mindfulness-awareness meditation and loving-kindness practice. Students who are not matriculated in the MA program must receive permission of the instructor to register.

EDU700
Cultivating Authentic Knowledge (2)
Preparation for the sacred transformation of curriculum within nonsectarian contexts. Students experience curricular activities and principles derived from a spiritually based educational tradition, Ten Aspects of Knowledge of the ancient Indian University, Nalanda. The essence of the Ten Aspects is cultivating both subject content and spiritual depth as the basis for authentic curriculum development. Prerequisite: Completion of Summer Session I. Students who are not matriculated in the MA program must receive permission of the instructor to register.

EDU705
Embodied Wisdom (4)
A deepening of contemplative teaching and learning through the practices of meditation, loving-kindness, and Maitri Space Awareness. Methods that develop facility with emotions, expression, and relationships, in the exploration of personal, experiential, and traditional knowledge of the five elemental energies of Tibetan Buddhism are utilized. Students lay the foundation for tailoring their teaching methods and styles to their own and their students’ authentic expressions. The practices of aesthetics, presence, and contemplative movement further deepen facility with these energies.
Prerequisite: Completion of Summer Session I. Students who are not matriculated in the MA program must receive permission of the instructor to register.

**EDU715**
Creating Community II (1)
This seminar integrates the MA Education students’ summer retreat experience by examining and learning from community life from a contemplative perspective. The course includes whole group and break-out discussions on emergent and enduring community issues, the business of being in a learning community, community celebrations, and the reflections on community derived from mindfulness-awareness principles. Each of the topics focused upon during the seminar will have implications for classroom teaching as well as daily living. The approach to community life is drawn primarily from Shambhala Buddhism, supplemented by skillful means and readings from other traditions. Second-year students will work with faculty to develop, organize, and facilitate topics and events. Faculty from the other courses in the summer program will also participate and add their knowledge to the community seminar when it is appropriate.

**EDU720e**
Spiritual Roots of Development (3)
This course investigates theories of the spiritual roots of human development with a focus on the validity and implications of stage theories. It examines contemporary theories of development in light of current and historical theories of spiritual development, with particular attention to Wilber, Washburn, Steiner, Aurobindo, and Khan. Implications of these theories for educational theory and practice are drawn. Students have an opportunity to investigate a theorist of their choice. Students who are not matriculated in the MA program must receive permission of the instructor to register.

**EDU735e**
Transforming Instruction & Curriculum (4)
A study of two selected Buddhist traditions as they have been applied to instruction and curriculum at Naropa University. The Five Qualities are a Tibetan perspective on learning styles and environmental design. The Ten Aspects of Knowledge emerged from the curriculum of Nalanda, the renowned ancient Indian university. The intention is to understand and apply basic contemplative principles and practices to the transformation of the students’ own classrooms. An essential element is the personal transformation of the teacher derived from the practices of mindfulness, loving-kindness, and space awareness. Students who are not matriculated in the MA program must receive permission of the instructor to register.

**EDU850e**
Master’s Project I: Inquiry and Preparation (2)
The purpose of Master’s Project I is to provide guidance to students regarding a variety of formats and approaches (i.e., methodologies) from which students can inquire about and prepare for a final project that draws on the central tenets of the program and individual experiences, including summer intensives. Students investigate concepts, ideas, and complementary research approaches, and develop a Master’s Project Proposal by the end of the semester.

**EDU880e**
Master’s Project II: Articulation and Presentation (3)
Master’s Project II provides both individualized and group support for students in the Contemplative Education program as they activate the ideas developed in their Master’s Project Proposal. Students study and inquire about, and then articulate their project focus; that articulation will be in writing of a document and may include other creative genres. The “articulation” culminates in the Master’s Project Presentation during the following summer. Prerequisite: EDU850e, Master’s Project I.
MA IN ENVIRONMENTAL LEADERSHIP

The MA in Environmental Leadership prepares the next generation of innovative leaders to transform and guide communities and organizations toward an environmentally just and sustainable society. Employing an integrated, living-systems perspective and infused with insights from ecopsychology and contemplative traditions, the program offers a balance of theory, skills, inner development, and experiential application. The two-year 39-credit residential program is composed of semester-long courses and an eight-day summer field course that includes a three-day wilderness solo. In the final year, students apply their leadership skills to a substantial project in collaboration with an organization or community group. Most classes are scheduled in the late afternoon and evening and on occasional weekends to accommodate working students.

MA Completion
This is a professional skill-based degree, which does not require a thesis. Students are given two exams to determine competency in skills: one comprehensive written exam and one oral exam (in a unique Naropa tradition known as a “warrior exam”) designed to help integrate one’s intellectual and personal understanding of the material. Students demonstrate competency by completing documentation, presentation, and formal assessment of their applied leadership project. Graduating students also receive an Authentic Leadership certificate from Naropa University’s Marpa Center for Business and Economics.

MA Environmental Leadership Requirements
First year, fall
ENV600 Inner Work for Environmental Leaders I (3)
ENV610 Groups as Living Systems: Matrixworks (3)
ENV630 Transforming Systems (3)
SUBTOTAL 9

First year, spring
ENV635 Political Ecology for Global Environmental Leadership (3)
ENV645 The New Science and Its Cultural Applications (3)
ENV650 Inner Work for Environmental Leaders II (3)
SUBTOTAL 9

First year, summer
ENV665 Wilderness Solo (3)
SUBTOTAL 3

Second year, fall
ENV705 Leadership Skills Seminar (3)
ENV710 Sustainability: Policy and Practice (3)
ENV725 Applied Environmental Leadership Project (3)
SUBTOTAL 9

Second year, spring
MAR500e Authentic Leadership (6)
ENV785 Environmental Leadership Capstone Seminar (3)
SUBTOTAL 9
TOTAL CREDITS 39

MA in Environmental Leadership Course Descriptions

ENV600 Inner Work for Environmental Leaders I (3)
This course introduces mindfulness training through sitting and walking meditation as a ground for developing wakefulness and trust in ourselves and the phenomenal world, as well as nature-based ecopsychological practices that explore the relationship between nature, psyche, and spirit. Emphasis is on bringing the nonduality of wilderness mind back home and applying it to our daily activities and relationships. Experiencing mind without analysis, reinforcement, or rejection clears the way to relate directly with others and develop skills for a new kind of leadership. The course includes an introductory two-day retreat. Course fee. Required for EL MA.

ENV610 Groups as Living Systems: Matrixworks (3)
This course introduces both the concepts and principles of groups as living systems and an experiential approach to working with groups based on the Matrix Leadership model. The course utilizes new principles in science, spirituality, and psychology to conceptualize and support the growth and development of healthy, high functioning groups, while meeting the needs of the individual. Students learn by experientially and analytically engaging the three stages of group life: inclusion, conflict, and mutual connection. Students develop a number of key tools for generating and maintaining creative and functional groups that are applicable in any organizational or community setting. Required for EL MA.

ENV630 Transforming Systems (3)
An introduction to general and living systems theory as an effective paradigm for engaging in change processes at different scales in both biological and social domains. Particular attention is given to how systems of all scales transform into new systems, leading to an exploration of environmental, social, and cultural change processes. The course provides interwoven strands of information, theory, and application from the sociocultural, ecological, spiritual, political, economic, and personal/contemplative spheres. Theory is anchored in lived experience through personal and group work, field learning in the social and natural sciences, and problem solving. Required for EL MA.

ENV635 Political Ecology for Global Environmental Leadership (3)
Political ecology is an interdisciplinary nondualistic strategy for ecological justice and facilitating social change. Political ecologists view nature not as a neutral terrain outside of human history and social relations, but as geographically and historically specific; it shapes and is shaped by human desires, interests, and actions. The course introduces students to a set of conceptual tools to analyze the political, economic, and cultural contexts of natural resource use and management especially in the Third World. The class starts with traditional frameworks of political ecology and works through newer work, reflecting engagements with culture, space, place, power, gender, and race. Required for EL MA.

ENV645 The New Science and Its Cultural Applications (3)
In a synthesis of the old and new visions in Western science, this course develops understanding of the new material emerging in science regarding the earth as a living system, examines cosmology and Gaian science,
as well as key principles of geophysiology; and explores the significant cultural implications and applications. This material provides key tools and perspectives for environmental leaders as well as insights useful for working with organizations and communities. Required for EL MA.

**ENV650**
**Inner Work for Environmental Leaders II (3)**
A continuation of Inner Work for Environmental Leaders I. In addition to mindfulness training and nature-based ecopsychological practices, the course introduces specific practices of loving-kindness and cultivating compassion in oneself and others (metta and tonglen from the Buddhist tradition) as essential tools for environmental practitioners. Topics include working with strong emotions, transformative approaches to conflict, effective communication with others, and caring for the activist. This course includes a nonresidential weekend intensive. Course fee. Required for EL MA.

**ENV665**
**Wilderness Solo (3)**
This eight-day wilderness camping retreat, which includes a three-day solo, is designed to mark a transition in the student’s program through an integration of learning, connections to land and place, and a solo experience. In a context of solitude and deep connection with nature, the course seeks to integrate the first year of learning, assisting students in finding a path, clarifying responsibility in reciprocity with the earth, and illuminating the heart of service to the community. Community work and ritual surround and support this important solo experience. Must be taken in the summer between the first and second years of the program. Course fee. Required for EL MA.

**ENV705**
**Leadership Skills Seminar (3)**
In this seminar, students study and gain hands-on experience in essential traditional leadership skills. Theory and practical applications of conflict resolution, mediation, and other selected skills are presented. Students develop their understanding through case studies and research, and learn and apply these skills in the class. Required for EL MA.

**ENV710**
**Sustainability: Policy and Practice (3)**
Sustainability has emerged as a potentially unifying paradigm for work that simultaneously fosters human and planetary well-being. Students study the historical origins, theoretical frameworks, and tools associated with the three-legged view (economy, environment, society) of current sustainability policies and practices, and use case study methodologies to analyze and evaluate how sustainability policies and practices are being designed and implemented in a variety of organizations and communities. Students conduct an experiential exploration of the personal and spiritual dimension of sustainability practice. Required for EL MA.

**ENV725**
**Applied Environmental Leadership Project (3)**
Students are required to take a leadership role in a substantial project that leads to increased sustainability in an organizational or community setting. The project serves as demonstration of competence in the practical application of theory and skills learned in this degree program. This course is designed to support students through this process. Elements of project design and report writing are covered. Classes focus on coaching, feedback, analysis, and presentation of the applied leadership projects. Required for and restricted to EL MA students.

**ENV785**
**Environmental Leadership Capstone Seminar (3)**
In this capstone course, the student is expected to synthesize and integrate the conceptual and theoretical knowledge and understanding as well as skills acquired in the curriculum through course work, internships, leadership development, research, and other learning activities. The emphasis is on the student’s demonstrated development and competency of applied environmental leadership skills and written analytic material that can be utilized for individual student assessment and program assessment. Students are assessed on their professional report and formal presentation of their Applied Environmental Leadership Project during this semester. Prerequisite: completion of all other required courses in this major. Corequisite: simultaneous enrollment in MAR500e. This course includes a nonresidential weekend intensive. Required for and restricted to EL MA students. Course fee.

**ENV887**
**Extended Master’s Thesis/Project (0.5)**
Students who have not completed the thesis/project may qualify for extension of the master’s thesis semester. See Special Student Status. May be repeated. Credits from this class do not count toward graduation requirements.

**MAR500e**
**Authentic Leadership (6)**
Naropa University’s Authentic Leadership program is a transformative leadership course that integrates ancient wisdom with effective modern approaches to management. The format encourages deep personal learning in an environment that makes it possible to assimilate ideas and concepts at an accelerated pace. Executive coaching with experienced professionals is a central component. Professionals with a wide variety of interests and experience attend this course along with Naropa students. Required for EL MA. Course fee.
SCHOOL OF THE ARTS

School Director: Sue Hammond West
Administrative Specialist: Liz Acosta

We are a community of students, faculty, and staff dedicated to human awakening and transformation through embodied artistic expression. We strive for a level of rigor, investigation, and cultural relevance that translates complex personal, spiritual, and social elements into the tangible forms of music, dance, theater, and the visual arts. Our emphasis on openness, invention, evolution, and contemplative practice re-envisions the role of the artist in contemporary life.

Undergraduate Majors and Minors
Bachelor of Arts in Music
Bachelor of Fine Arts in Performance
Bachelor of Arts in Visual Arts
Minor in Music
Minor in Performance
Minor in Visual Arts

Certificate Programs
Music
Visual Arts

Graduate Degrees
Master of Fine Arts in Theater: Contemporary Performance
Students are free to make the music that is most meaningful to them without restrictions on genre or style. Training includes performance, harmonic analysis, aural and rhythmic acuity, theory, history, and multicultural perspectives on musical traditions. Creativity is grounded in the practice of improvisation—making music in the moment—and extends to the craft of composition, recording, and innovative uses of music technology.

Declaration of Major
In addition to adhering to university requirements and deadlines, Music requires the completion of MUS250 with a grade of "B-" or higher; the completion of MUS200 with a grade of "B-" or higher; the completion of the Declaration Passage with a grade of "Pass."

BA Music Requirements
Required Courses
- MUS200  Musicianship I (3)
- MUS210  Musicianship II (3)
- MUS220  Declaration Passage (noncredit)
- MUS250  Music Appreciation: Music of the Old World, the New World, and Beyond (3)
- MUS280  Recording Studio I: Introduction to Music Technology (3)
- MUS330  Junior Passage (noncredit)
- MUS360  Musicianship III (3)
- MUS370  Musicianship IV (3)
- MUS397  Private Music Lessons (0.5–4)
- MUS470  Capstone Passage (noncredit)
- MUS485  Senior Project (1)

SUBTOTAL  27–28

Choose one of the following courses:
- MUS255  Introduction to World Music: The Music of Japan (3)
- MUS255  Introduction to World Music: The Music of India (3)
- MUS260  Listening to Jazz (3)

Choose one of the following courses:
- MUS230  Improvisation (3)
- MUS355  Radio Naropa (3)
- MUS380  Recording Studio II: Technology and Creativity (3)
- MUS400  Composition (3)
- MUS490  Special Topics in Music (3)
- PFAR311  Performance Practicum: Building Together from the Ground Up (3)

Choose one of the following courses:
- MUS103  Afro-Pop Ensemble (3)
- MUS110  African Marimba Ensemble (2)
- MUS208  Naropa Chorus (3)
- MUS215  Rhythm Hemispheres: World Percussion Traditions (3)
- MUS225  Balinese Gamelan Orchestra (2)
- MUS265  Jazz Ensemble (2)
- MUS268  Indian Classical Ensemble (3)
- MUS270  Guitar Ensemble (2)

TOTAL CREDITS 36

Minor in Music
Choose one basic skills course:
- MUS200  Musicianship I (3)
- MUS360  Musicianship III (3)

Choose one creative process course:
- MUS230  Improvisation (3)
- MUS400  Composition (3)

Choose one history course:
- MUS250  Music Appreciation: Music of the Old World, the New World, and Beyond (3)
- MUS255  Introduction to World Music: The Music of Japan (3)
- MUS255  Introduction to World Music: The Music of India (3)
- MUS260  Listening to Jazz (3)

Choose one performance ensemble course:
- MUS103  Afro-Pop Ensemble (3)
- MUS110  African Marimba Ensemble (2)
- MUS208  Naropa Chorus (3)
- MUS215  Rhythm Hemispheres: World Percussion Traditions (3)
- MUS265  Jazz Ensemble (2)
- MUS268  Indian Classical Ensemble (3)
- MUS270  Guitar Ensemble (2)

Choose one performance ensemble course:
- MUS103  Afro-Pop Ensemble (3)
- MUS110  African Marimba Ensemble (2)
- MUS208  Naropa Chorus (3)
- MUS215  Rhythm Hemispheres: World Percussion Traditions (3)
- MUS265  Jazz Ensemble (2)
- MUS268  Indian Classical Ensemble (3)
- MUS270  Guitar Ensemble (2)

TOTAL CREDITS 36

Certificate Program in Music
- MUS200  Musicianship I (3)
- MUS250  Music Appreciation: Music of the Old World, the New World, and Beyond (3)
- MUS360  Musicianship III (3)
- MUS370  Musicianship IV (3)
- MUS397  Private Music Lessons (0.5–4)

Music Elective (3)

TOTAL MUSIC CREDITS 17

ELECTIVE CREDITS 13

TOTAL CREDITS 30

BA in Music Course Descriptions
MUS103
Afro-Pop Ensemble (3)
From Jiti to Jitjive, this ensemble learns and performs contemporary popular music of Africa. Precise rhythms and lively singing are the backbone of the ensemble. All instruments are welcome, and there’s plenty of room for those who don’t play a standard Western instrument. Be prepared to sing.

MUS110
African Marimba Ensemble (2)
This ensemble class focuses on the exciting interlocking rhythms and melodies played by the Shona people of Zimbabwe. The ensemble consists of seven marimbas (three sopranos, two 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 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.
MUS200
Musicianship I (3)
Training in skills necessary for the performance of many types of music including classical, jazz, folk, and popular styles. Through games, exercises, theoretical analysis, improvisation, and composition, students develop rhythmic precision, aural skills, and an understanding of the basic principles of music theory. Topics include intervals, major and minor scales, key signatures, meter, and notation.

MUS208
Naropa Chorus (3)
In an atmosphere of discovery and experimentation, students explore three basic themes: body awareness, voice control, and performance. Using music from all periods of history (Medieval, Renaissance, Baroque, classical, folk, pop, jazz, world, and contemporary), students learn how to breathe freely, stand and move dynamically, and sing in many styles and voice qualities with comfort and confidence. Participants must be able to carry a tune. The ability to read music is helpful, but not essential. The aim of the class is to learn how your voice actually works, how to use your whole self while singing, and to apply this knowledge and awareness to various vocal styles in performance.

MUS210
Musicianship II (3)
A continuation of MUS200. Additional topics include four-part writing, the modes, harmonic analysis, and seventh chords. Prerequisite: MUS200 or its equivalent.

MUS215
Rhythm Hemispheres: World Percussion Traditions (3)
Introduction to a wide scope of musical traditions as embodied in the study of percussion. The course covers world percussion traditions, including African, Asian, Indian, South American, North American, and European traditions from a variety of periods of music history. Different traditions and periods are covered from year to year. The ability to read music is helpful, but not essential.

MUS220
Declaration Passage (noncredit)
The Declaration Passage is a scheduled meeting between the student, a chosen faculty from the Music Department and the chair of the Music Department, in order for the student to officially declare a major in Music.

MUS225
Balinese Gamelan Orchestra (2)
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.

MUS230
Improvisation (3)
Improvisation is the disciplined practice of awareness, precision, and generosity. Through open playing, exercises, and simple composition, students explore various means of individual and group creativity. In this class, we learn by doing.

MUS250
Music Appreciation: Music of the Old World, the New World, and Beyond (3)
An introduction to the sound of the world through the music of many cultures. Students gain a basic understanding of music history and theory, and an appreciation of the wisdom and beauty of music from a multicultural perspective. A comparative introduction to basic musical principles including rhythm, melody, harmony, notation, and instrumentation from the perspectives of China, Japan, the United States, Europe, and Africa. This course offers students insight into our human heritage through a broad overview of human music-making. Open to all students.

MUS255
Introduction to World Music: The Music of Japan (3)
The music of Japan features a tradition of musical preservation and evolution spanning more than a thousand years. This course uses the combination of the universal experience of music and the unique characteristics of specific musical traditions as its starting point. It aims at musical appreciation and enjoyment through the discovery of the practice and preservation of musical traditions ranging from prehistoric to folk and classical on such instruments as the shakuhachi (traditional bamboo flute), shamisen (three-string lute), and koto (thirteen-string zither). No previous experience in music is required. Alternates with Introduction to World Music: The Music of India. Cross-listed as MUS555.

MUS255
Introduction to World Music: The Music of India (3)
Through lectures, recordings, demonstration, and interactive discussion, this course provides an introduction to the concepts and structure of both North (Hindustani) and South (Karnataka) Indian styles. We cover the fundamental elements of raga, tala, and laya, as well as the musical instruments and history of Indian music within the context of Indian culture, society, and religion. Some comparisons to Western musical concepts and performance are included. No previous experience in music is required. Alternates with Introduction to World Music: The Music of Japan. Cross-listed as MUS555.

MUS260
Listening to Jazz (3)
Open to all students, this class examines the multifaceted traditions of jazz, arguably the most significant musical development of the twentieth century. Through readings and by listening to recorded examples and to live music, students explore the cultural and artistic elements of this richly expressive musical form.

MUS265
Jazz Ensemble (2)
Jazz performance ranges from the complex compositions and arrangements of Duke Ellington to the colorfully expressive “free jazz” of Ornette Coleman. The Naropa Jazz Ensemble explores many aspects of jazz including improvisation and student composition, with emphasis on the arrangement and rehearsal of music for a performance at the end of the term. Students audition with the instructor on the first day of class. Cross-listed as MUS535.

MUS268
Indian Classical Ensemble (3)
An ensemble course offered to instrumentalists and vocalists interested in exposure to music from the Indian classical tradition. The focus is on multi-instrumental works that allow for a broad range of instruments (including singers), accommodating unique timbres and ranges. Students learn the different elements that make up a “raga” performance such as alap, jor, tans, and tal while learning compositions and developing improvisational skills. Following Indian classical tradition, the music is transmitted orally from teacher to student. Because of the challenging nature of Indian classical music, students should be fluid on their instrument. Indian instruments are also welcome.

MUS270
Guitar Ensemble (2)
The scope of the Guitar Ensemble ranges from the complex compositions and arrangements of such groups as the League of Crafty Guitarists and the LA Guitar Quartet to expressive and free improv ensembles inspired by legends such as Derek Bailey and Fred Frith, with explorations of the landscapes between these extremes: The Assad Brothers and The Guitar Trio (McLaughlin/Dimeola/delucia). The Naropa Guitar Ensemble
explores many aspects of guitar performance, including improvisation and student composition, with emphasis on the arrangement and rehearsal of music for a performance at the end of the semester. Each student auditions on the first day of class to clarify each participant’s intention.

MUS280
Recording Studio I: Introduction to Music Technology (3)
In this class we develop an understanding of the basic principles of acoustics and electronics as they pertain to sound transmission and recording. Of particular concern is the hands-on use of microphones, signal and dynamic processors, and multitrack recording equipment both as creative and archival tools. We also gain practical experience through group and individual recording projects that explore the technical differences between analog and digital recording and their respective techniques. Prior recording or music experience, though helpful, is not required. Cross-listed as MUS580.

MUS330
Junior Passage (noncredit)
The Junior Passage is completed in the first semester of the junior year. It is an informal meeting between a student, a chosen faculty from the Music Department, and no more than two student peers who sit in support.

MUS355
Radio Naropa (3)
Radio Naropa creates a bridge between the Naropa community and KGNU public radio. Students individually DJ a live broadcast and collaboratively produce three shows at KGNU studios in Boulder. The class also covers the social, political, and artistic history of radio with a focus on the development of individual and collaborative creative processes and civic engagement. Open to juniors and seniors only. Course fee.

MUS360
Musicianship III (3)
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: MUS210 or equivalent.

MUS370
Musicianship IV (3)
A continuation of MUS360. Prerequisite: MUS360 or its equivalent.

MUS380
Recording Studio II: Technology and Creativity (3)
Students explore and experiment with the tools of the recording studio and their role in the creative process. Advanced recording and studio techniques are applied. Particular emphasis is given to the use of signal processing (equalization and effects) and digital editing and the creative opportunities provided by these technologies. Group and individual projects are the means through which we foster creativity and its evolution. Prerequisite: MUS280.

MUS397
Private Music Lessons (0.5–4)
Restrictions apply as to who may take private music lessons for credit. See Private Music Lesson Policy. Cross-listed as MUS597.

MUS400
Composition (3)
The content and direction of this course is determined largely by the interests of those enrolled. Alone and together, we explore a variety of unconventional approaches to composition, helping each other diversity as we go. Possible avenues include multitrack recording techniques, alternative intonation systems, and composing for dance, theater, and film. Knowledge of conventional music theory and notation and skill on particular instruments is welcome, but not required.

MUS420
Naropa Composers and Improvisors’ Orchestra (3)
An advanced level performance ensemble that generates and performs students’ original music and interdisciplinary work. The orchestra develops compositions and improvisational structures based on the contemplative principles and awareness practices offered in the music program, and prepares these pieces for performance at the Works In Progress concert, the Student Arts Concert, and other venues of our choosing. Prerequisite: MUS230, Improvisation, or MUS400, Composition. Others considered by audition.

MUS470
Capstone Passage (noncredit)
The Capstone Passage is the accumulation of the work and process of the Naropa graduate. A final and slightly more formal interview between the student, department chair, and a chosen Music Department faculty assesses the growth of the student over the course of his or her time at Naropa, the execution of final work, and offers guidance and support for the student’s next life adventure.

MUS485
Senior Project (1)
Senior Project represents the fruition of a student’s work at Naropa and affords students the opportunity to successfully demonstrate the learning objectives of the Music program. Students independently design and execute a performance, recording, or other creative project that incorporates vital elements of musicianship and creativity acquired in their training at Naropa. Elements include selecting, arranging, or composing the works to be presented; assembling and rehearsing a performance ensemble; lighting and sound design; publicity and other aspects of performance; recording and/or scholarship. This course is geared specifically toward offering students an opportunity to present their creative vision and to provide students with a benchmark in their development as musicians in the world beyond the university. Open to Music majors only.

MUS490
Special Topics in Music (3)
The Special Topics Seminar investigates specific applications of theories and methods of music not offered in other courses. Specific topics are announced the semester this course is offered. The seminar is open to advanced undergraduate students.

MUS499
Independent Study (1–3)
MUS535
Jazz Ensemble (2)
Jazz performance ranges from the complex compositions and arrangements of Duke Ellington to the colorfully expressive “free jazz” of Ornette Coleman. The Naropa Jazz Ensemble explores many aspects of jazz including improvisation and student composition, with emphasis on the arrangement and rehearsal of music for a performance at the end of the term. Students audition with the instructor on the first day of class. Cross-listed as MUS265.

MUS555
Introduction to World Music: The Music of Japan (3)
The music of Japan features a tradition of musical preservation and the study of harmony as used in classical, jazz, and pop music. Prerequisite: MUS210 or equivalent.

MUS597
Private Music Lessons (0.5–4)
Restrictions apply as to who may take private music lessons for credit. See Private Music Lesson Policy. Cross-listed as MUS597.
MUS555  
Introduction to World Music: The Music of India (3)  
Through lectures, recordings, demonstration, and interactive discussion,  
this course provides an introduction to the concepts and structure of both  
North (Hindustani) and South (Karnataka) Indian styles. We cover the  
fundamental elements of raga, tala, and laya, as well as the musical  
instruments and history of Indian music within the context of Indian culture,  
society, and religion. Some comparisons to Western musical concepts and  
performance are included. No previous experience in music is required.  
Alternates with Introduction to World Music: The Music of Japan. Cross-  
listed as MUS255.

MUS580  
Recording Studio I: Introduction to Music Technology (3)  
In this class we develop an understanding of the basic principles of  
acoustics and electronics as they pertain to sound transmission and  
recording. Of particular concern is the hands-on use of microphones,  
signal and dynamic processors, and multitrack recording equipment  
both as creative and archival tools. We also gain practical experience  
through group and individual recording projects that explore the technical  
differences between analog and digital recording and their respective  
techniques. Prior recording or music experience, though helpful, is not  
required. Cross-listed as MUS280.

MUS597  
Private Music Lessons (0.5–4)  
Restrictions apply as to who may take private music lessons for credit.  
See Private Music Lesson Policy. Cross-listed as MUS397.
The BFA in Performance is a stimulating and innovative interdisciplinary training program offering a unique curriculum combining the rigor of conservatory style training with the rich, experiential, and intellectual traditions of contemplative education. Students explore techniques inspired by the past fifty years of experimental performance training, integrating dance, acting, and vocal work. The program prepares students to create original work while thoroughly acquainting them with the contemporary performance field. Upon degree completion, students will be prepared to pursue advanced studies in performance, join existing companies with an interdisciplinary focus, or create their own work.

Faculty and guest artists provide a rich interface with current techniques and styles as they teach and create work with BFA students.

**Vision**

The performing arts are an essential element of the vision of Naropa University's founder, Chögyam Trungpa Rinpoche. Artists from all disciplines have sought to bring the great practices of mindfulness and awareness into the artistic process and training of emerging artists. Performing Arts classes engage students with stillness and depth of awareness as integral to the investigation of form, technique, collaboration, and creativity. Naropa’s Performing Arts programs share a mission of educating a range of students from emerging artists to artists in mid-career who are skilled as performers in dance, theater, and music; have confidence as practitioners of diverse artistic processes; are critically aware of the historical and cultural forces that shape art and society; and are cultural leaders informed by the depth and richness of contemplative view and practice.

**Declaration of Major**

In addition to adhering to university requirements and deadlines, the BFA in Performance requires completion of PFAR103, Dance and Theater Studies I: Wisdom of the Body, with a grade of “B-” or higher; completion of PFAR203, Dance and Theater Studies II: Investigating Performance, with a grade of “B-” or higher; a meeting with the department and consent of the department directors.

*This course may be waived in lieu of previous performance training. Waiver should be requested through the department; students will be assessed on an individual basis.*

**The Course of Study**

Performance training and academic study in the first year: The academic context for the BFA in Performance degree is strongly established in the first year through participation in the university’s core curriculum. Seminars in contemplative practice, diversity, and writing create the ground for the student’s artistic journey. Students may begin taking foundation courses in the performing arts immediately upon entering the university. These foundation courses in dance, acting, voice, and improvisation are considered preparation for entering the intensive ensemble training module sequence beginning in the first semester of the sophomore year. Successful completion of a one-semester gateway course (PFAR203), plus approval by BFA faculty, is required for acceptance into the BFA in Performance program.

**BFA Ensemble Training Modules (12 each)**

PFAR210, PFAR260, PFAR310, PFAR360, PFAR480

Each BFA Ensemble Training Module is a progressive, interdisciplinary sequence in dance, acting, and voice applicable to creating original work and includes training in exercises and techniques developed during the past fifty years of performance as well as strong elements of research. Each module represents approximately 80 hours of voice training in practices such as Estill, Ray Hart, and Linklater method; 80 hours of dance training in forms inspired by artists of the postmodern movement and beyond, with courses in Contemporary Dance Technique, Contact Improvisation, Body/Mind entering, Spontaneous Composition and World Forms; and 100+ hours in actor training and devised work, including work in Physical Acting, Grotowski, Viewpoints, Script/Text Analysis, Self-Scripting, and Project Development.

Across all disciplines, students are encouraged to discover their own creative process, participate in ensemble creation, direct elements of their own training, consciously choose techniques, and develop a contemplative approach to the creative process.

Modules average 18 hours per week of total instruction with periods of evening and weekend rehearsal as required. All modules are offered on a three-day schedule (Mon/Wed/Fri) with six-hour training slots per day. There is a lab fee for each training module.

**PFAR210 and PFAR260**

**First-Year Training: Ground—Modules I and II**

The first year lays the ground by tuning the body, which is the instrument for all disciplines, with an emphasis on movement practices, kinesthetic awareness, functional anatomy, and kinesiology. Once grounded in this frame, students begin to cultivate imagination, trust in internal impulse, and foster a relationship to creative action. Students begin the practical exploration of the connection between body, voice, and imagination. At the end of the first semester, students show works in progress, and the second semester concludes with a faculty or guest artist-directed ensemble performance.

**Acting: Body, Voice, Imagination, and Integration**

Training focuses on development of the ensemble creative process. Students gain support in the development of their creative aesthetic through individual and group exercises, with training based in the exploration of contemporary physical theater techniques. Potential examinations include Grotowski, Suzuki, Viewpoints, and Viola Spolin. Students begin examining the play of imagination and impulse through the body as well as exploring connections between voice and movement, structured improvisation, composition, and self-scripting. The first semester focuses on freedom of emotional expression and the ability to recognize and trust impulse and the body as a means to access imagination and emotion. The semester culminates in a public workshop showing of student work. The second semester deepens the exploration of the foundations laid out in the first semester and concludes with a faculty- or guest artist-directed ensemble workshop performance.

**Dance/Movement: Bones, Body, and Mind**

Using contemporary dance technique, dance improvisation and borrowing from movement practices such as Feldenkrais™, Pilates, and Alexander techniques as vehicles to synchronize body and mind, this training invites dancers of all levels to work with relaxed precision while dancing. An early focus on strength through alignment and efficiency tunes the body with awareness and ease, allowing for individual expression in choreographed and improvised dance material. Students are introduced to both classical
and unconventional techniques for preparatory and extended dance training with a playful eye and deep exploration into placement, space, shape, dynamics, rhythm, sequence memory, and the ongoing interplay between self and other. Students work within the ensemble to perform choreographed material presented in class.

Voice: Image, Self, and Sound

For control, variation, and nuance in singing and speaking, one must have an image and sense of the larynx and respiratory system that is complete, functional, and supple. However, even for accomplished singers, speakers, and voice scientists, this area of our self is one of the least represented in our self-image, and as a result the sounds and sensations associated with this area of our bodies are often highly conditioned and habitually undifferentiated. We explore and make sensorial distinctions in other more clearly represented areas of the self, as well as the larynx, head and neck, and torso, in an attempt to fill in the image necessary to create the many sounds possible for singing and speaking, with an emphasis on awareness, self-discovery, and organic learning. The course is organized around basic developmental movement patterns as well as patterns of speech and singing development. Out of this deep and rich exploration emerge distinctions in sound and sensation, movement, and orientation that gradually become more and more clear, conscious, and usable in life and performance. Applications include improvised and self-composed work.

PFAR310 and PFAR360
Second-Year Training: Path—Modules III and IV

Students build on the foundational skills acquired in the first year, deepening them into dependable performance tools. They continue to explore and articulate their personal artistic vision through history and context as well as advanced studio work. Through study of critical theory and development of an analytical lens, students begin to establish their work in the context of community and society. Students explore more fully the lineage of performance, including a deeper exploration of Naropa’s heritage and the fusion of contemplative traditions. At the end of the third semester, students perform self-created works, offering them to the community at large. The fourth semester culminates in a directed ensemble-based performance project.

Acting: Technique, Scene Study, and Devised Work

Training focuses on technique work designed to enable students to create performances that are intelligently conceived, emotionally engaging, and physically precise. The work concentrates on action-based script analysis, character creation, emotional crafting, scene study, composition, and devised work creation techniques. Students explore the application of techniques and differences between applying technique to a completed script and their own work. At the end of the third semester, students perform self-created works in progress. The fourth semester culminates in a faculty-directed ensemble-based performance project.

Dance/Movement: Time, Place, and Reason

Continuing with relaxed precision in technical training and deep exploration of working with choreographed material, students investigate the numerous ways in which dance improvisation can inform the body, mind, and form. Borrowing from the traditions of artists including Merce Cunningham and John Cage, Judson Church, and the Grand Union, we explore the relevance of postmodern dance improvisation techniques and contemplative practices. These points of view are discussed and put into place to help dancers heighten their sense perceptions, identify self, other, and object; while manipulating time, space, and form.

Voice: Variation and Organization

The second year builds on the sensory experience of the previous year with an emphasis on naming the sensations and organizing them into a functional, conscious vocal whole. We begin to differentiate between more and more complex vocal options and qualities while practicing an awareness of the whole self. Topics such as artistry, diction, style, vocal variation, and learning music are in the foreground, as well as performance and use of whole self while learning, practicing, and performing.

PFAR480
Third-Year Training: Fruition—Module V

The upper-level curriculum allows for more space to work creatively on final projects and builds on the first two years of training through advanced technique work and exposure to a range of performance styles in theater, dance, and music. This allows the student to lay claim to their artistic vision and begin to see themselves as young-warrior-artists-in-training, a view of gentleness, discipline, and vision based in Naropa’s contemplative arts tradition. Students work closely with faculty mentors and artists within the community outside of Naropa. Specific course and workshop offerings change from year to year and are based on the needs and special interests of the third- and fourth-year students. Students may participate in ensemble-created production work, guest-directed production work, or independent production.

Dance/Movement: Facing Outward

Focuses on building on the first two years of training through advanced technique work, lineage, and cultural context and exposure to a range of performance styles in theater, dance, and music. The training options change from year to year, depending on the needs and special interests of the third- and fourth-year students. Students may participate in ensemble-created production work, guest-directed production work, or independent production.

Acting: Facing Outward

Focuses on building on the first two years of training through advanced technique work, lineage, and cultural context and exposure to a range of performance styles in theater, dance, and music. The training options change from year to year, depending on the needs and special interests of the third- and fourth-year students. Students may participate in ensemble-created production work, guest-directed production work, or independent production.

Voice: Facing Outward

The third and final year focuses primarily on performance—bringing all of the pieces of awareness together to create a clear intention while singing, speaking, and performing. Applications include experiments designed to test and integrate learning and practicing in performance, in-class coaching, and work on final projects.

BFA in Performance Requirements

Students who enter the BFA program and successfully complete the prerequisite gateway course will begin a sequence of ensemble training modules in the first semester of their sophomore year. There is a lab fee for each training module.

Transfer students are encouraged to apply to the BFA in Performance program. Transfers with 60 credits or more who are accepted into the BFA are not required to complete the gateway course and will only be required to complete four of the five BFA Modules, pending approval by BFA faculty. Transfer students with 30-59 credits may not be required to complete the gateway and will be assessed on an individual basis. All transfer students are required to complete the Performance Studies Seminar in addition to completing Naropa University’s core requirements.

First year, fall

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COR110</td>
<td>Writing Seminar I: Art of the Engaged Writer</td>
<td>3</td>
</tr>
<tr>
<td>COR130</td>
<td>Contemplative Learning Seminar: Naropa’s Roots</td>
<td>3</td>
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<tr>
<td></td>
<td>and Branches</td>
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<td>COR150</td>
<td>Diversity Seminar</td>
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<td>PFAR103</td>
<td>Dance and Theater Studies I: Wisdom of the Body</td>
<td>3</td>
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<tr>
<td></td>
<td>Choose a 3-credit course that fulfills the</td>
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<tr>
<td></td>
<td>Cultural and Historical Studies, World</td>
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<tr>
<td></td>
<td>Wisdom Traditions, or Scientific Inquiry</td>
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<td></td>
<td>requirement</td>
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<td><strong>SUBTOTAL</strong></td>
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</table>
First year, spring

COR115        Writing Seminar II (3)
PFA203        Dance and Theater Studies I: Investigating Performance (3)

Choose two 3-credit courses which fulfill the remaining Cultural and Historical Studies, World Wisdom Traditions, or Scientific Inquiry requirement (6)

Choose a 3-credit elective in Music, Visual Arts, Performing Arts, or Traditional Eastern Arts (3)

SUBTOTAL 15

Sophomore year, fall

PFA210        First-Year Training: Ground—Module I (12)
COR220        Civic Engagement Seminar (3)

SUBTOTAL 15

Sophomore year, spring

PFA260        First-Year Training: Ground—Module II (12)
Elective (3)

Choose a 3-credit course that fulfills the remaining Cultural and Historical Studies, World Wisdom Traditions, or Scientific Inquiry requirement; if these requirements have been fulfilled, choose a 3-credit elective.

SUBTOTAL 18

Junior year, fall

PFA233        Performance Studies Seminar I: Introduction to Performance Studies (3)
PFA310        Second-Year Training: Path—Module III (12)

SUBTOTAL 15

Junior year, spring

PFA360        Second-Year Training: Path—Module IV (12)
Elective (3)

SUBTOTAL 15

Senior year, fall

PFA480        Third-Year Training: Fruition—Module V (12)
Elective (3)

SUBTOTAL 15

Senior year, spring

Electives (12)

SUBTOTAL 12

TOTAL CREDITS 120

Minor in Performance

Required Academic Course: 3 credits

Choose one of the following courses:

COR115        Writing Seminar II (3)
PFA233        Performance Studies Seminar I: Introduction to Performance Studies (3)

Required Studio Courses: 6 credits

Choose two of the following courses:

PFA103        Dance and Theater Studies I: Wisdom of the Body (3)
PFA185        World Dance I (3)
PFA280        Dance Technique I: Into Improvisation (3)
PFA311        Performance Practicum: Building Together from the Ground Up (3)

Additional Required Course: 3 credits

Choose one of the following courses:

PFA225        Discovering the Moving Voice (3)
PFA240        Contact Improvisation (3)
PFA245        Dance of Africa I (3)
PFA250        Improvisation and Theater Games (3)
PFA280        Dance Technique I: Into Improvisation (3)
PFA281        Dance Technique II: Into Choreography (3)
PFA303        Special Topics in Performance (3)
PFA345        Dance of Africa II (3)

PFA350        Acting: Performance and Presence (3)
PFA375        Ignite Knowing, Dancing for Every Body: The Study of Contemplative Dance (3)

TOTAL CREDITS 12

BFA in Performance Course Descriptions

PFA103
Dance and Theater Studies I: Wisdom of the Body (3)

This class provides an opportunity for students with no previous dance or theater experience to explore a range of creative and contemplative processes that serve as gateways to further training in dance and theater-based techniques and forms. We focus on body/mind awareness and the multitude of ways the body interacts with forms/practices leading us to a deeper sense of alignment, ease, joy, and deep play. The development of individual presence and awareness of the dynamics of ensemble is emphasized throughout the semester. This course serves as prerequisite to PFA2 dance and theater courses and is for students interested in embodied creative process and performance skills.

PFA185
World Dance I (3)

This course offers a rich, diverse exploration in contemporary forms such as Capoeira, Hip Hop, Contact Improvisation, Belly Dancing, and other world forms. Through this cross-cultural exploration, students experience the deep fabric of culture and current trends through dance and music. Styles taught vary each semester and may vary within a semester. Students should contact the department to get specific information regarding dance styles being offered during the semester as well as other requirements that may apply.

PFA203
Dance and Theater Studies II: Investigating Performance (3)

Investigating Performance invites students into the world of the performing arts, giving students an opportunity to engage in physical training and explore a range of interconnected dance and theater forms. A through line of technique (either dance or theater) is enhanced by a series of intensive workshops with guest artists and PFA faculty. This class culminates in a public showing of student created work. Prerequisite: PFA103 or permission of instructor.

PFA210
First-Year Training: Ground—Module I (12)

See ensemble training module descriptions on page 133.

PFA224
Voice in Action: Resonance, Articulation, and Speech (2)

This course builds upon the work done in PFA210/215, Breathing is Meaning. Applying the acquired skills in voice production and care we focus more intently on resonance, muscularity of articulation, the speaker and the text and voice as action. Prerequisites: PFA210/215 or instructor approval.

PFA225
Discovering the Moving Voice (3)

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 the voice is a physical manifestation of the moving body and vice versa. We use physical exercises and improvisation to discover each student's unique voice. We also look at how to build ensemble soundscapes and explore presenting theatrical text. A forum is created in which the audience/performer relationship can be explored. The class is performance-oriented and requires regular solo and ensemble presentations as well as written assignments. Prerequisite: PFA203 or by permission of instructor.
PFAR233
Performance Studies Seminar I: Introduction to Performance Studies (3)
This introductory course gives students a solid framework in the discipline of Performance Studies with readings coming from the various methodologies that inform Performance Studies, including but not limited to social anthropology, linguistics, sociology, and performance theory. The seminar focuses on using the lens of performance* to identify ways in which all aspects of human behavior and culture are performances. Attention is also given to reading strategies and critical writing. Prerequisite: COR210/Section B.

PFAR240
Contact Improvisation (3)
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 are developed. Both beginners and more experienced contact improvisers are welcome.

PFAR241
Art Movements of the 20th Century: the Movers, the Shakers, and Rule Breakers (3)
This course familiarizes students with significant movements in the arts in the twentieth century and provides a framework for understanding the historical, contextual, and practical bases for contemporary art movements and art makers. Through research and practical application relevant historical, social and cultural perspectives that have shaped our current culture and contemporary art world are examined. Prerequisites: PFAR210, or PFAR213, or PFAR103, or PFAR231, or COR110, or instructor permission.

PFAR245
Dance of Africa I (3)
This class teaches dance and rhythm of one or more cultural traditions of Africa. Students learn to hold respect for cultural traditions including the role dance plays in community, the relationship between student and teacher, and the joys of dance. Students are required to maintain a practice regimen and attend community-sponsored traditional African dance concerts. Students dance hard, have fun, and are required to participate in a performance weekend at the end of the semester. Students are expected to wear traditional dance costumes for public performances and for class.

PFAR250
Improvisation and Theater Games (3)
While introducing text into the physical elements of improvisation, students explore the art of improvisation and storytelling. Through improvisation, students heighten their sense of listening, physical presence, and the ability to tell a story from an honest place. Students enjoy exploring the physical and theatrical elements of improvisation through various modalities such as Viewpoints, character exploration, and Viola Spolin-inspired theater games. This class is for students of any department who are looking to expand their listening, presentation, and overall communications skills. Prerequisite: PFAR103 or equivalent.

PFAR257
Acting Ensemble: Performance Project (3)
Students participate in the preparation, rehearsal, technical production, and performance of a departmental theatrical production. Students must commit to all performance dates, no absences are allowed for any performances scheduled, which will differ from the regular class meeting times. For guest artists (non-BFA students) admission is by audition. Prerequisites: Audition, previous performance experience, or instructor approval.

PFAR260
First-Year Training: Ground—Module II (12)
See ensemble training module descriptions on page 133.

PFAR280
Dance Technique I: Into Improvisation (3)
Students work from the notion of internal awareness while tapping into creativity and imagination as potent energetic forces that support the development of full, embodied dancing. Class includes warm-up/technical exercises inspired and influenced by a variety of movement forms/styles ranging from ballet, modern/postmodern, modern jazz, “release,” somatic practices, as well as more inventive movement phrases that can open up into co-created working material. Musicalsity, rhythm, and phrasing are important elements as well as working with silence as accompaniment.

PFAR281
Dance Technique II: Into Choreography (3)
This class focuses on developing techniques to create new pathways in the body by drawing on elements of contemporary dance techniques that are influenced by Contact Improvisation, Body-Mind Centering™, Feldenkrais™ and Laban-based work. Students learn and practice choreographed movement phrases emphasizing efficiency, ease, and momentum. Contemporary dance technique offers the individual a sense of flight and freedom in their movement by allowing the skeletal structure to provide the core strength for full body dancing. Using movement as the source of creativity and expression, this class explores the potential of the body starting with a slow warm up to align and awaken the body, progressing into invigorating and vitalizing dance.

PFAR303
Special Topics in Performance (3)
This course offers students an opportunity to explore performance through a variety of lenses. Historical, cultural, critical, and contemplative perspectives are examined. Subjects studied vary from semester to semester.

PFAR310
Second-Year Training: Path—Module III (12)
See ensemble training module descriptions on page 134.

PFAR311
Performance Practicum: Building Together from the Ground Up (3)
Designed for upper-division music, theater, dance, and interdisciplinary students, this course brings together intermediate/advanced practitioners of dance, theater, and music to provoke new cross-disciplined performance works and dialogue. Co-taught by faculty from the Music Program and the BFA in Performance, this experimental lab generates several mixed-media performances evolving from varied approaches including simultaneous composition, unilateral decision making, and indeterminacy. Students design and implement compositions; performance is a required component of this course. Prerequisite: open to juniors and seniors only; must have successfully completed any combination of two PFAR courses, ensemble courses within the Music Program, MUS400 or MUS230.

PFAR314
Intermediate Acting (2)
Continuation of PFAR214. Emphasizes artistic concentration and movement. The class focuses on freedom of emotional expression and the ability to recognize and trust impulse and the body as a means to access imagination and emotion. Students gain support in the development of their creative imagination through individual and group exercises, which take them on the journey from improvisation to text. The semester culminates in a public workshop showing of student scene work. This class is for students of any department who are looking to expand their listening, presentation and overall communications skills. Prerequisites: PFAR203, or PFAR210, or PFAR212, or PFAR214, or instructor approval.
PFAR345
Dance of Africa II (3)
This class is both a continuation of PFAR245 as well as an introduction for students new to African dance. Examining different dances than those taught in PFAR245, it revisits dance and rhythm from diverse cultural traditions of Africa. Students learn to hold respect for cultural traditions including the role dance plays in community, the relationship between student and teacher, and the joys of dance. Students are required to participate in a performance weekend at the end of the semester. Students are expected to wear traditional dance costumes for public performances and for class.

PFAR350
Acting: Performance and Presence (3)
This course provides ongoing training in the basic principles of acting through exercises, improvisation, and scene work. Students develop skills in the area of focus and concentration, visualization, physical action, and psychophysical gesture. Students learn steps to characterization, how to take risks and make informed theatrical choices. Prerequisite: PFAR250 or PFAR203 with a grade of “C” or higher or permission of department.

PFAR352
Interacts Performance Practicum (1)
This course brings together intermediate and advanced students for performative inquiry and theoretical dialogue in an experimental lab setting. Initially designed for upper division BFA students in performance, it is now open to students in visual arts, music, writing, and art therapy. In a process grounded in awareness and presence practices, students collaborate across their disciplines to generate new works for live performance, installation, electronic presentation, as well as other forms. Prerequisites: PFAR310, MUS380, ART345, or instructor permission.

PFAR355
Improvisation/Composition II: Performing Like It Is (3)
A continuation of the journey begun in PFAR282, Improvisation/Composition I this class sharpens skills and instructions from inside and out to create performances for one another and for communities near and far. Working with the Naropa tradition of “young-warrior-artist-in-training” (YWAIT), students develop confidence in the creative path. Using improvisational awareness training we add props, costumes together with music, noise, and poems. Performances will collage together solos, duets, trios, and quintets; also herds and flocks and mobs. Prerequisites: PFAR310, or PFAR282, or instructor permission.

PFAR356
Laban-Bartenieff Fundamentals/Flying & Falling—Dance Technique (3)
Laban-Bartenieff Fundamentals are used as our base for practicing contemporary and postmodern dance technique. Starting on the floor and finding the support of the breath as our root to full bodied movement, we move to standing to find and engage our core through accessing strength, agility, balance, and flexibility through the skeletal structure. Students are expected to execute choreographic phrases with ease and stability by using these principals as the foundation for their technical practice in contemporary dance. Prerequisites: PFAR310, or PFAR213, or PFAR280, or instructor permission.

PFAR357
Physical Characterization: Commedia Masks (2)
This course teaches physical characterization through mask work. It trains performers in the collective process of play making and creative acting utilizing diverse improvisation exercises, commedia masks, and the second skin techniques devised by Ariane Mnouchkine, founder of the Théâtre du Soleil. Students generate and construct scenes that build progressively and develop the skills necessary to perform as an improv troupe. The emphasis is on the actor-as-creator rather than the actor-as-interpreter. Prerequisites: PFAR103, or PFAR203, or PFAR210, or PFAR212, or PFAR214, or instructor permission.

PFAR360
Second-Year Training: Path—Module IV (12)
See ensemble training module descriptions on page 134.

PFAR375
Ignite Knowing, Dancing for Every Body: The Study of Contemplative Dance (3)
Sourced in the practices of sitting and walking mindfulness meditation, contemplative dance finds the dance every body knows. We sit, move, write—investigating the mind-body landscape. Alone and together we learn the spontaneous delights within stillness, and in any moment. Through deep play we ignite the many layers of knowing and explore the boundaries between our art, meditation, and ordinary life. Some previous experience in meditation/dance helpful. This class is open to sophomores and above. Cross-listed as PFAR575.

PFAR480
Third-Year Training: Fruition—Module V (12)
See ensemble training module descriptions on page 134.

PFAR499
Independent Study (1-6)
BA IN VISUAL ARTS

The 36-credit major in Visual Arts includes studio electives in several painting media and calligraphic forms, sculpture, pottery, and photography. Required courses in drawing, the history of world art, meditation, and studio practice, studio foundations, and portfolio preparation form the foundation of the degree. Seniors are mentored in Advanced Studio Practice, Warrior Artist, and Portfolio and Gallery Presentation. The final project includes a portfolio with digital documentation, artist’s statement, and an exhibition in the Nalanda Gallery.

Vision
Naropa University’s founder, Chögyam Trungpa Rinpoche, an accomplished artist, taught that art joined to meditative practice educates one’s whole being, and that when the artist’s mind and body synchronize, art expresses a direct and self-conscious vitality. This is the power and benefit of art to society, and why contemplation and visual art training are interwoven as the foundation of the Visual Arts program at Naropa. Applied to both traditional and contemporary art forms, these two disciplines are reciprocal: contemplation, or awareness practice, becomes the lens that focuses and brightens visual expression; and artistic practice develops the practical means to promote awareness. Beyond endorsing a technique or style, the Visual Arts major trains students to join inner imagination and outer observation. Students develop confidence in creative vision and the technical proficiency and critical thinking to express that vision. The Visual Arts Department offers a Bachelor of Arts in Visual Arts, as well as a minor and certificate program in Visual Arts.

Declaration of Major
In addition to adhering to university requirements and deadlines, Visual Arts requires
• a meeting with a ranked faculty member.
• an Art Portfolio consisting of your best artwork; 10–15 digital images on CD, prints, or photographs or actual art no larger than 8.5” × 11.”

BA in Visual Arts Requirements

Required Courses

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ART101</td>
<td>2D Design: Art Techniques and Experimentation (3)</td>
</tr>
<tr>
<td>ART125</td>
<td>Introduction to Drawing (3)</td>
</tr>
<tr>
<td>ART200</td>
<td>The Contemplative Artist (3)</td>
</tr>
<tr>
<td>ART245</td>
<td>Introduction to Painting: Realism (3)</td>
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<tr>
<td>ART301</td>
<td>World Art I: Ancient to Middle Ages (3)</td>
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<tr>
<td>ART351</td>
<td>World Art II: Medieval and Modern Transformations (3) or Advanced Studio Practice (3) or Thangka Painting III (3)</td>
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<td>ART431</td>
<td>Advanced Studio Practice (3) or Warrior Artist: Articulation in Art (3)</td>
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<tr>
<td>ART440</td>
<td>Thangka Painting IV (3)</td>
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<tr>
<td>ART490</td>
<td>Portfolio and Gallery Presentation (Senior Project) (3)</td>
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Choose 12 credits from the following:

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<tr>
<td>ART102</td>
<td>Pottery (3)</td>
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<tr>
<td>ART105</td>
<td>Art and Consciousness: Mixed Materials and Self-Exploration (3)</td>
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<td>ART116</td>
<td>Photography I (3)</td>
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<td>ART132</td>
<td>3D Ephemeral Media (3)</td>
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<td>ART155</td>
<td>Figure Drawing (3)</td>
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<td>ART180</td>
<td>Sculpture (3)</td>
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<td>ART181</td>
<td>Traditional Chinese Brush Stroke I (3)</td>
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<td>ART215</td>
<td>Watercolor (3)</td>
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<td>ART216</td>
<td>Photography II (3)</td>
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<td>ART233</td>
<td>Thangka Painting I: Appreciation of Himalayan Buddhist Art (3)</td>
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<td>ART260</td>
<td>Calligraphy and Book Arts (3)</td>
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<td>ART281</td>
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<td>Painter’s Laboratory (3)</td>
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<td>ART380</td>
<td>The Cinema of Exile and Diaspora (3)</td>
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Minor in Visual Arts
To minor in Visual Arts, students must complete 12 credits from Visual Arts course offerings. At least one World Art course is recommended.

Certificate Program in Visual Arts
For a certificate in Visual Arts, students must complete 24 credits from Visual Arts course offerings. The additional 6 credits may be taken either from the Visual Arts Department or other approved departments. A mix of studio and World Art courses is highly recommended.

BA in Visual Arts Course Descriptions

ART101
2D Design: Art Techniques and Experimentation (3)
2D Design is an introduction to a variety of technical, conceptual, and experimental methods used to make art. Students explore color theory and design principles using basic drawing, painting, and mixed materials. Intuitive, intellectual, and contemplative modes of inquiry provoke expanded possibilities and approaches to practicing studio art. Materials fee.

ART102
Pottery (3)
Basic issues of aesthetics and techniques are developed through direct manipulation of clay. A variety of forming techniques are explored and demonstrated including pinching, coiling, and slab constructing. Working in a contemplative manner, students form a variety of clay vessels. Students deepen their artistic practice by exploring the use of these vessels in their cultural settings from slide presentations, field excursions, readings, and by keeping a sketch journal. Materials fee.

ART105
Art and Consciousness: Mixed Materials and Self-Exploration (3)
Students are challenged to listen and trust their own inner experience as the basis for the creation of authentic artwork. Through material experimentation and investigation into realms of consciousness, we create
art. Acrylic painting and mixed media are explored. Students discover that art relies upon its sources in the most profound levels of human consciousness for its ability to inspire and transform. Materials fee.

**ART116**  
Photography I (3)  
A foundation in basic photographic techniques, this course introduces students to equipment, materials, processes, and philosophy. Special emphasis is given to development of craft (technical aspects of the camera and content) in relation to communication arts. Darkroom work provides an experiential approach to exploring black-and-white materials, roll film processing, and enlarging. Students provide their own manual 35 mm camera. Lab and materials fee.

**ART125**  
Introduction to Drawing (3)  
This studio class focuses on developing skillful use of drawing techniques, paired with an investigation of mind and perception. Drawing is presented here as a method for discovering the beauty and profundity of ordinary things. A graduated series of individual and collaborative exercises is presented for both beginning and more experienced students.

**ART132**  
3-D Ephemeral Media (3)  
This studio course explores the fundamental principles of three-dimensional design such as form, space, shape, value, balance, proportion, and movement. Students examine contemplative ways of creating art and experience the symbiotic relationship that occurs when using ephemeral media (natural materials that erode or decay over time) as a primary medium. Materials fee. Offered even years only.

**ART155**  
Figure Drawing (3)  
The structure of this course is established by centering concentration on the live human figure. 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. Materials fee. Offered even years only.

**ART180**  
Sculpture (3)  
This studio course explores the organizing principles of three-dimensional design as well as the nature of one’s creative thoughts. Students learn to use a variety of materials and techniques including clay, plaster, metals, and conceptual approaches. Investigations into the history of sculptural form raise questions pertinent to contemporary art. Materials fee.

**ART181**  
Traditional Chinese Brush Stroke I (3)  
Brush stroke class focuses on learning how to cultivate the inner-Qi, or energy, through the practice of brush calligraphy. The history of Oriental calligraphy and culture is studied. We focus on the process of meditation with a brush. Emphasis is placed on regular, running style, and grass style, Caoshu, with some exposure to seal script and brush painting as well. Students learn how Asian paper and brushes are used, how to place a chop or red seal on Chinese calligraphy and painting. We study how the Asian brush is designed and how it differs from Western brushes. Every student has artwork at the end of this course. Workshops begin with a light qigong standing meditation every week. Materials fee. Cross-listed as ART581.

**ART200**  
The Contemplative Artist (3)  
At the very heart of the word contemplative is the activity of observing, seeing. Contemplative, originally a term of divination, meant an open space marked out for observation. Contemplation implies attentive and meditative observation. Through mindfulness meditation, studio assignments, and selected readings, students explore a cosmology of art; how art arises; how seeing occurs, literally and poetically; how people navigate and appreciate the world through sense perceptions; how perceptions are affected by culture; and how these two streams of the personal and the public join in an individual’s aesthetic sense and artistic statement. Cross-listed as ART500.

**ART215**  
Watercolor (3)  
This course, 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 lifelong of anxious pleasure. This is a studio class with demonstrations by the instructor and a lot of painting and drawing by the students.

**ART216**  
Photography II (3)  
The primary goal of this course is to deepen and expand one’s knowledge of photography as a medium of artistic expression. The student needs to have completed at least one introductory course in photography and be ready to undertake more independent explorations of particular conceptual and artistic interests. Both theoretical and practical, this course is as much about thinking as about making images. At this level the student should have strong individual aspirations with regard to printing his or her images. Technical skills are expanded so that one’s printing ability is in sync with aesthetic aspirations. Materials fee.

**ART233**  
Thangka Painting I: Appreciation of Himalayan Buddhist Art (3)  
Thangka painting, a traditional visual art form unique to the Himalayan Buddhist region, is approached in two ways: studio training in basic drawing and painting is paired with academic study within a broad context. Topics include history, styles, methods, content, and relevance to historical and contemporary societies. The class format includes slide lectures, films, readings, and field excursions. Students also work in a practice environment modeled after the Vajrayana nyinthang practice in two daylong sessions. Materials fee. Cross-listed as ART533.

**ART245**  
Introduction to Painting: Realism (3)  
Students develop technical ability as painters and increase their creative options for art making. With the still life as subject, the course focuses on color theory, the formal elements of painting, and the various surfaces, tools, techniques, and myriad effects that can be achieved with acrylic paint. Students explore the expressive potential of painting and discuss their process during class critiques. Knowledge gained enables students to articulate about and have a better understanding of the paintings that they encounter in the world. Materials fee.

**ART260**  
Calligraphy and Book Arts (3)  
A study of the disciplines of Western calligraphy and book arts, incorporating design principles and artistic skills. An alphabet in its historical and contemporary form is studied. The study of the letter forms with the emphasis is given to development of craft (technical aspects of the camera and content). 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.

**ART281**  
Traditional Chinese Brush Stroke II (3)  
Based on skills learned in Traditional Chinese Brush Stroke I, students continue their exploration of the history, origin, and construction of the Chinese characters. Students delve further into the five calligraphy writing styles as a method to enhance their Chinese writing skills. To gain a better understanding of the aesthetic standard, oriental philosophy, and oriental painting, students examine ways Chinese poetic artistry (i.e., poetry,...
calligraphy, and painting) are interrelated in the Asian traditions. We look at modern Chinese and Japanese brush art work and the interaction between the West and the East. Classes begin with a light qigong standing meditation every week. Materials fee. Cross-listed as ART582.

**ART301**  
**World Art I: Ancient to Middle Ages (3)**  
An introduction to the visual arts of archaic societies, and of the civilizations of the Mediterranean and Middle East, Asia, Central and South America, and Africa. With a global perspective, we explore the historic and mythic lineages of vision, meaning, and craft. Includes art making.

**ART306**  
**Photography III (3)**  
This advanced photography course undertakes an independent exploration of the student’s particular conceptual and artistic interests. Students concentrate on more independent projects while being exposed to further theoretical and practical aspects of studio work. Students are likewise encouraged to think beyond the single photo to more expanded notions of photography, such as series-related work, alternative processes, and installation work. Prerequisite: ART116 and ART216 or equivalent. Materials fee.

**ART311**  
**Mixed Media (3)**  
Students engage in the creation of art made out of mixing materials and media. Investigations include formal, technical, philosophical, and experiential aspects of art making. Sources of artistic imagery, from contemporary to traditional art, and the dynamics of aesthetic experience are examined. Students develop insights through witnessing many forms of art, critical intent, and personal creative experience. Emphasis is placed on making art, artistic evaluation, and the dynamics of group critique. Materials fee. Offered odd years only.

**ART325**  
**Advanced Drawing (3)**  
Open to anyone with previous drawing experience. Beginning with an emphasis on precise observational drawing, the class proceeds through an array of exercises designed to deepen each student’s native way of drawing. The working basis for this is the One Hundred Drawings project, a semester-long exploration of an individually chosen theme.

**ART333**  
**Thangka Painting II (3)**  
A continuation of ART233. Students learn to stretch and prime cloth for painting. Each student begins by painting the eight auspicious symbols and then advances to composing a complete thangka painting. Skills focused on include technique shading, color mixing and application, and making gold paint. Detailed study of classic thangkas, both past and contemporary, complement the skills practiced. Prerequisite: ART233. Cross-listed as ART543. Materials fee.

**ART345**  
**Painter’s Laboratory (3)**  
Like a science lab, the painter’s laboratory is a place for practice, observation, and testing. This studio class is suitable for anyone wanting to explore and develop as a painter. The goal is to enhance seeing and to translate that highly personal skill into paint. We study and experiment with how to generate ideas, how to develop subject matter, how to build on and incorporate previous training and experience (including nonvisual), and how to engage the vastness of contemporary and historical arts as a mentor and ally. Lab skills include how to gather and use visual information for painting through collecting, drawing, and notation. This is a hands-on lab; the medium is acrylic paint. Materials fee.

**ART351**  
**World Art II: Medieval and Modern Transformations (3)**  
An introduction to the visual arts of cultures that flowered under the influence of Buddhism, Christianity, and Islam, as well as the art of Western Europe from the 13th century to the present. No prerequisite required for this class. Includes art making.

**ART380**  
**The Cinema of Exile and Diaspora (3)**  
An examination of the filmmaking of postcolonial, Third World, and other displaced subjects living in the West. We explore many of the shared themes, metaphors, and symbols of these films, among those alienation, displacement, journeying, nomadism, borders, migrancy, homelessness, nostalgia, and home-seeking. We also examine and discuss certain styles that characterize these films, many of them demonstrating fragmented, multilingual, episotolary, interstitial, and self-reflexive characteristics. In most of these films, identity is not fixed but is represented as a process of becoming and transformation.

**ART381**  
**Traditional Chinese Brush Stroke III (3)**  
Based on skills learned in Traditional Chinese Brush Stroke I, students continue their exploration of the history, origin, and construction of the Chinese characters. Students delve further into the five calligraphy writing styles as a method to enhance their Chinese writing skills. To gain a better understanding of the aesthetic standard, oriental philosophy, and oriental painting, students examine ways Chinese poetic artsy (i.e., poetry, calligraphy, and painting) are interrelated in the Asian traditions. We look at modern Chinese and Japanese brush art work and the interaction between the West and the East. Classes begin with a light qigong standing meditation every week. Materials fee. Cross-listed as ART583.

**ART406**  
**Advanced Photography (3)**  
For advanced students of photography. Prerequisites ART116, ART216. ART306. Materials fee.

**ART431**  
**Advanced Studio Practice (3)**  
Students define and manifest their own artistic voice, incorporating the media and technique of their choice. Motivated students build a body of cohesive art work, with emphasis on technical, formal, and conceptual development. Art and thought processes are supported by research, engaged inquiry, and a highly focused studio practice. Viewing art from contemporary and traditional cultures encourages students to realize a global understanding of what art is. Prerequisite: Two Visual Arts studio courses. Visual Arts majors only. Others by permission of the instructor. Cross-listed as ART531.

**ART433**  
**Thangka Painting III (3)**  
For advanced students of thangka painting. Students continue to work on their compositions 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: ART333. Cross-listed as ART553. Materials fee.

**ART440**  
**Warrior Artist: Articulation in Art (3)**  
Students learn and engage the skill of speaking about art, artistic processes, and artistic influences, and lineage. Research and articulation of influences provides students a greater clarity about how their art form relates to themselves and their world. Students also learn to talk about their art on the spot and to uncover wisdom through spontaneity. A variety of critique formats will be explore to provide a view of the effect art creates on the viewer. The student’s ongoing studio art practice will inform the course and encourage the development of consciousness and articulation about art. Prerequisites: Two Visual Arts studio courses. Visual Arts majors only. Others by permission of the instructor.
ART443
Thangka Painting IV (3)
For advanced students of thangka painting. Prerequisite: ART433. Cross-listed as ART563. Materials fee.

ART450
Tracking, Gathering, and Synthesis (3)
A studio arts course that explores the practical skill of identifying and gathering elements of artistic influence and synthesizing them into coherent expression. Students experiment with historical and contemporary gathering methods, inviting clear-headedness into the often chaotic experience of creativity. The goal is to strengthen the individual artist's way of working. Prerequisites: Two Visual Arts studio courses. Visual Arts majors only. Others by permission of the instructor.

ART480
Portfolio and Gallery Presentation (Senior Project) (3)
This spring course prepares students for the presentation of their senior projects in the Naropa Gallery. The course covers practical elements of designing and assembling a portfolio, marketing, copyrights, presentation of artwork, and installation of exhibitions. BA Visual Arts seniors only. Others by permission of Visual Arts Department chair.

ART490
Special Topics in Visual Arts (3)
Special Topics Seminar investigates the applications of theories and methods of Visual Arts specific to historical, critical, and theoretical contexts. Specific topics are announced the semester the course is offered. Open to advanced undergraduate and graduate students. Materials fee. Cross-listed as ART690.

ART499
Independent Study (1–3)
An opportunity for students to engage in an in-depth, concentrated study with a particular faculty member for a semester. The design of study and course work is decided upon by the student and faculty member.

ART500
The Contemplative Artist (3)
At the very heart of the word contemplative is the activity of observing, seeing. Contemplative, originally a term of divination, meant an open space marked out for observation. Contemplation implies attentive and meditative observation. Through mindfulness meditation, studio assignments, and selected readings, students explore a cosmology of art; how art arises; how seeing occurs, literally and poetically; how people navigate and appreciate the world through sense perceptions; how perceptions are affected by culture, and how these two streams of the personal and the public join in an individual's aesthetic sense and artistic statement. Cross-listed as ART200.

ART531
Advanced Studio Practice (3)
Students define and manifest their own artistic voice, incorporating the media and technique of their choice. Motivated students build a body of cohesive art work, with emphasis on technical, formal, and conceptual development. Art and thought processes are supported by research, engaged inquiry, and a highly focused studio practice. Viewing art from contemporary and traditional cultures encourages students to realize a global understanding of what art is. Prerequisite: Two Visual Arts studio courses. Visual Arts majors only. Others by permission of the instructor. Cross-listed as ART431.

ART533
Thangka Painting I: Appreciation of Himalayan Buddhist Art (3)
Thangka painting, a traditional visual art form unique to the Himalayan Buddhist region, is approached in two ways: studio training in basic drawing and painting is paired with academic study within a broad context. Topics include history, styles, methods, content, and relevance to historical and contemporary societies. The class format includes slide lectures, films, readings, and field excursions. Students also work in a practice environment modeled after the Vajrayana nyinthang practice in two daylong sessions. Materials fee. Cross-listed as ART233.

ART543
Thangka Painting II (3)
A continuation of ART533. Students learn to stretch and prime cloth for painting. Each student begins by painting the eight auspicious symbols and then advances to composing a complete thangka painting. Skills focused on include dry-technique shading, color mixing and application, and making gold paint. Detailed study of classic thangkas, both past and contemporary, complement the skills practiced. Prerequisite: ART533. Cross-listed as ART333. Materials fee.

ART553
Thangka Painting III (3)
For advanced students of thangka painting. Students continue to work on their compositions 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: ART543. Cross-listed as ART433. Materials fee.

ART563
Thangka Painting IV (3)
For advanced students of thangka painting. Prerequisite: ART553. Cross-listed as ART443. Materials fee.

ART581
Traditional Chinese Brush Stroke I (3)
Brush stroke class focuses on learning how to cultivate the inner-Qi, or energy, through the practice of brush calligraphy. The history of Oriental calligraphy and culture is studied. We focus on the process of meditation with a brush. Emphasis is placed on regular, running style, and grass style, Caoshu, with some exposure to seal script and brush painting as well. Students learn how Asian paper and brushes are used, how to place a chop or red seal on Chinese calligraphy and painting. We study how the Asian brush is designed and how it differs from Western brushes. Every student has artwork at the end of this course. Workshops begin with a light qigong standing meditation every week. Materials fee. Cross-listed as ART181.

ART582
Traditional Chinese Brush Stroke II (3)
Based on skills learned in Traditional Chinese Brush Stroke I, students continue their exploration of the history, origin, and construction of the Chinese characters. Students delve further into the five calligraphy writing styles as a method to enhance their Chinese writing skills. To gain a better understanding of the aesthetic standard, oriental philosophy, and oriental painting, students examine ways Chinese poetic artistry (i.e., poetry, calligraphy, and painting) are interrelated in the Asian traditions. We look at modern Chinese and Japanese brush art work and the interaction between the West and the East. Classes begin with a light qigong standing meditation every week. Materials fee. Cross-listed as ART281.

ART583
Traditional Chinese Brush Stroke III (3)
A continuation of ART582. Materials fee. Cross-listed as ART381.

ART690
Special Topics in Visual Arts (3)
Special Topics Seminar investigates the applications of theories and methods of Visual Arts specific to historical, critical, and theoretical contexts. Specific topics are announced the semester the course is offered. Open to advanced undergraduate and graduate students. Materials fee. Cross-listed as ART490.
The MFA in Theater: Contemporary Performance is a 48-credit degree program designed to train professional performers, creators, and facilitators of performance. It is the first graduate training program that integrates contemporary physical theater, Viewpoints theory and practice, and traditional contemplative practices. Students are expected to work in a technically and aesthetically extended physical, vocal, and emotional range to create original work and to work with the traditional play form and under direction. Considerable production work, in a variety of scales and with particular emphasis on political and social relevance, is ongoing, especially in the second year. The creation and cultivation of ensemble is at the core of the Contemporary Performance pedagogy in both training and production work. The program strives to support careers that integrate teaching and service with professional performance, directing, and creation of new performance aesthetics.

The curriculum is based on the following techniques and influences:

- psychophysical acting work of Jerzy Grotowski;
- Viewpoints as performance technique and directing/ choreographic method;
- vocal work integrating Roy Hart, extended vocal technique, traditional speech, and bel canto approaches;
- somatic physical techniques and contemporary dance/movement forms;
- contemplative arts and meditation training;
- techniques of generating text through ensemble playwriting and self-scripting.

Each student completes an integrated thesis project combining production, documentation, creation of syllabi, and an optional academic performance studies paper. The integrated thesis project is developed under the mentorship of core faculty.

Meditation practice and view practicum is offered in a four-semester sequence.

Because of the professional nature of this training program, students are evaluated on an ongoing basis to assess their readiness for working successfully in an ensemble setting and continuing in the program altogether. The department may deny a student permission to continue in the program. Although grades are one indication of progress, other criteria for evaluation include how the students interact and work within the ensemble, with faculty, and the administration, as well as how they handle obstacles that arise and how they work with feedback based on any of the above criteria. Please see the department handbook for details.

MFA in Theater: Contemporary Performance Requirements

The following outline for year one is subject to changes in sequence, but over the course of the two year program, all these components and faculty will be present. Both practice and view and core training in acting, voice, and movement are ongoing throughout the two-year curriculum. Students take 12 credits per semester for a total of 48 credits.

(Guest artists subject to change)

First year, fall: THR602

First seven weeks:
- Foundation Somatics/Investigating Physical Virtuosity: Developmental movement, experiential anatomy, release, dynamic alignment—Wendell Beavers, Erika Berland

Second seven weeks:
- Roy Hart Vocal Work: Ethelyn Friend
- Psychophysical Acting/Grotowski Based: Plastiques, corporals, cultivating immediate access to emotional sources, creating containers for emotion, understanding of presence—core and guest faculty
- Contemplative Arts and Meditation Training: Meditation practice and orientation to Buddhist phenomenology and psychology; nature of mind teachings from the Buddhist tradition—Barbara Dilley and Erika Berland

Middle three weeks:
- Viewpoints Intensive: SITI Company, Wendell Beavers
- Voice Tutorials: Ethelyn Friend
- Physical Technique: SITI Company/Wendell Beavers
- Practice and View: Barbara Dilley, Erika Berland
- Applying Psychophysical Technique to Character Work, Styles, and Performance: guest faculty
- Moment Work/Directing/Playwriting: Leigh Fondakowski

Final four weeks:
- Physical Training/Viewpoints: Wendell Beavers
- Voice Intensive: Roy Hart guest faculty, guest artists, or associated companies
- Ensemble Playwriting: Tectonic Theater
- Applying Psychophysical Technique to Character work, Styles, and Performance: Guest faculty
- Presentations

SUBTOTAL 12

First year, spring: THR652

First three weeks:
- Physical Training: Developmental, experimental anatomy forms
- Directing and Ensemble Playwriting: Moisés Kaufman, Tectonic Theater
- Presentation

Second four weeks:
- Advanced Somatic Technique, Experiential Anatomy: Erika Berland, Wendell Beavers/Naropa faculty
- Vocal Intensive: Roy Hart or extended vocal technique—guest faculty
- Tectonic Theater Play Development: Leigh Fondakowski, Greg Pierotti
- Composition/Choreography/Postmodern Tradition: Barbara Dilley, Wendell Beavers, guest faculty
- Practice and View: Barbara Dilley, Erika Berland
- Presentations

Final seven weeks:
- Roy Hart Vocal Work: Ethelyn Friend
- Ensemble Projects: Faculty
- Physical Training: Somatic technique, Butah, Grotowski—faculty

SUBTOTAL 12
Second year, fall: THR702

**Advanced Physical Technique:** Dance-based techniques, release, somatic forms—Wendell Beavers and faculty

**Theater-Based Physical Techniques:** Drawn from Butoh, Suzuki, Grotowski Plastique and Corporals—SITI Company, Butoh guest, Steven Wangh and faculty

**Scene, Monologue and Character:** Faculty

**Vocal Work:** Relating song to text, extended vocal techniques—Ray Hart faculty, Carol Mendelsohn, Saule Ryan, Meredith Monk, The House company members

**Project/Production:** Butoh, Grotowski, or Viewpoints-Based Play

**Development:** Leigh Fondakowski

**Thesis Seminar:** Faculty

**SUBTOTAL** 12

Second year, spring: THR722

**Advanced Physical Technique:** Continuation of semester I sequence

**Viewpoints:** Composition, directing, and performance technique—Wendell Beavers, SITI Company members, faculty

**Vocal Work:** Continuation of semester I sequence

**Ensemble Playwriting/Directing:** Tectonic Theater

**Teaching Seminar:** Wendell Beavers and guest faculty

**Ensemble Production:** Faculty or Associated Company

**Culminating Projects:** Initiated and designed by the student in the fields of service learning, creating pedagogy, pure research focused on training issues, or production

**SUBTOTAL** 12

**TOTAL CREDITS:** 48
Naropa University Extended Studies supports Naropa’s mission in the larger community by offering workshops, lectures, conferences, online courses, and professional development programs. Programs include personal enrichment workshops, classes, and lectures; professional development certificate and training programs; and online education distance learning. Offerings have been designed to meet the needs of working professionals, families, and others who are interested in contemplative education.

Personal Enrichment
Extended Studies Personal Enrichment programs provide opportunities for the community to delve into Naropa’s unique contemplative environment, uncovering inner sources of creativity and wisdom. Past presenters include Coleman Barks, Michael Bernard Beckwith, Stanislav Grof, Thich Nhat Hanh, Father Thomas Keating, Daphne Rose Kingma, Stephen LaBerge, John Daido Loori Roshi, Marshall Rosenberg, Gabrielle Roth, Starhawk, and Jai Uttal.

Professional Development
Professional Development at Extended Studies integrates innovative contemplative practices and professional education, offering training programs, certificate programs, and professional conferences. Some courses are offered for continuing education credit (CEUs) and for graduate credit.

Professional trainings include:
• Wilderness Therapy
• Contemplative End of Life Caregiving, offering the Spiritual End of Life Care Training in co-sponsorship with Rigpa Spiritual Care Program (low-residency program)
• The Authentic Leadership Certificate program (low-residency program)

Conferences
Each year, major conferences, workshops, and intensives bring together leaders in their respective fields to highlight the program offerings. Past conferences include:
• The 2009 Lenz Foundation Buddhist Leadership Conference
• Ocean of Dharma: Chögyam Trungpa Rinpoche
• Buddhism and Psychotherapy Conference
• Buddhist-Christian Dialogues: Contemplation, Practice, and the Crossroads of Spirit
• Contemplative End of Life and Elder Care Conference
• Wilderness Therapy Symposium
• Contemplative Education Conference
• Contemplation, Communication, and Cultural Creatives: Essential Skills for Today’s Environmental Leaders
• The Spiritual Adventure: Bringing Heart and Wisdom into Everyday life
• The Sacred Rhythms of Creativity: Transpersonal Psychology Conference
• A New Vision of Earth Activism
• The Third Annual Buddhism in America Conference
• Led by Spirit: Sustainable Business and Livelihood in the 21st Century
• Spirituality in the Arts
• The Hakomi Conference

For more information on Extended Studies programs, please call 303-245-4800 or visit www.naropa.edu/extend.

Online Education: Low-residency Graduate Degrees and Online Courses
Naropa Online Education offers a variety of courses from the heart of its liberal arts curriculum, taught by Naropa faculty, translated and refined for delivery through state of the art Internet technology. Naropa online classes are offered for undergraduate and/or graduate credit, as well as noncredit. No on-campus meetings are required, and one need not be online at the same time as other students. The unique online courses incorporate streaming audio lectures, chat rooms, threaded discussion groups, multimedia, written lectures, local assignments, and group projects, and a dynamic online learning community. In addition to individual courses, the following low-residency graduate degrees are offered: Master of Fine Arts in Creative Writing, Master of Arts in Transpersonal Psychology with a concentration in Ecopsychology; and Master of Arts in Contemplative Education. Visit www.naropa.edu/distance for more information.

Assistant Dean for Program Development and Strategic Initiatives: Gloria Nouel
DISTINGUISHED FACULTY

The Sakyong Mipham Rinpoche  
Religious Studies

Ven. Dzochemy Ponlop Rinpoche  
Religious Studies  
Ka Rabjampa, Nalanda Institute  
Acharya Degree, Sanskrit University, Rumtek, Sikkim

RANKED FACULTY

Keith Abbott  
Writing & Poetics  
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MA, Western Washington State

Wendy Allen  
Transpersonal Counseling Psychology  
BA, Connecticut College  
MA, Naropa University  
LPC, BC-DMT

Jason Appt  
Contemplative Psychology  
BA, University of Missouri-Columbia  
MA, Naropa University

Dale Asrael, Acharya  
Transpersonal Counseling Psychology  
BS, Northwestern University  
Elementary, Secondary Education Certificates, Notre Dame University

Zoë Avstreih  
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MS, Hunter College  
LPC, ADTR, ACS

Wendell Beavers  
Performing Arts  
BA, Boston University

Frank Berliner  
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MA, The Naropa Institute  
LPC

Paul Bialek  
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MA, Princeton University  
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PhD, Princeton University

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PhD, Union Institute

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BA, Knox College  
MA, The Naropa Institute  
Graduate Study, Earlham School of Religion  
Certificate in Elementary Education, University of Denver

Susan Burggraf  
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MA, Bryn Mawr College  
PhD, Bryn Mawr College

Junior Burke  
Writing & Poetics  
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MFA, The Naropa Institute

Reed Bye  
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LPC, ADTR, ACS, NCC, CMT, CPT

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MA, Prescott College  
PhD, California Institute of Integral Studies

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MA, The Naropa Institute

Lauren Casalina  
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LPC

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BA, Mount Holyoke College

Roger Dorris  
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MA, The Naropa Institute  
PhD, Union Institute

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