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CONGRATULATIONS—
YOU’RE GOING TO STUDY IN BHUTAN!

You are stepping into another culture and a unique and life-changing learning experience. You have already invested time, effort, and money into this endeavor and the goal is for you to really make the most of your time abroad. Making the most of your time abroad means being conscientious with your pre-departure preparations, taking advantage of opportunities that come your way while you are in Bhutan, anticipating challenges, and developing effective coping mechanisms. The results of preparation will mean reaping the rewards of cross-cultural learning, traveling, and making friends with people from a truly unique part of the world.

This handbook was written as a tool to help you prepare for your time overseas. It contains information on academics, travel preparations, health and safety, and hopefully everything else you will need to know before boarding the plane, as well as upon arrival. Please be sure to familiarize yourself with the contents of this Bhutan Student Handbook and know how to access this document while you are abroad.

Have a great trip, learn a lot, and make Naropa proud!
OVERVIEW OF NAROPA’S BHUTAN STUDY ABROAD PROGRAM

Students participating in Naropa’s Bhutan Study Abroad program will have the unique opportunity to study in Bhutan, a democratic constitutional monarchy and a primarily Buddhist country.

Roughly the size of Switzerland and situated in the Himalayas between India and Tibet, Bhutan has a long history of being closed to outside visitors. Only a handful of schools are able to send Western students to study in Bhutan and Naropa University is the only school in the U.S. to have a partnership with the Royal University of Bhutan (RUB). This partnership is based upon the fact that RUB regards Naropa as an ally and kindred spirit, largely due to Naropa’s contemplative approach to education.

The program

Naropa University Bhutan Study Abroad will travel as a group from Los Angeles to Bhutan in mid-January. Upon arrival in Bhutan, the group will begin an intensive three-week orientation program led by Naropa’s in-country faculty member and RUB faculty members.

This orientation will take place on three different RUB campuses and include field trips to many culturally and historically significant sites within Bhutan. Additionally, this orientation will cover life in Bhutan, Bhutanese customs, etiquette, national dress, social protocols, academic protocols, and a general introduction to rudimentary Dzongkha, the national language of Bhutan (students wishing to continue studying Dzongkha will have the opportunity to hire a Dzongkha tutor once on campus).

Included in this three-week orientation period is coursework that will help prepare students for the semester ahead, as well as lay the groundwork for independent study that will continue throughout the semester. Students will take the following 3-credit courses taught by Naropa’s in-country faculty member:

- BSA325, Traditional Culture and Contemporary Issues of Bhutan (completed three weeks after orientation)
- BSA335, Contemplative Studies and Intercultural Experience (a semester-long course)
- BSA350, Guided Independent Research: Bhutan (a semester-long course)

Syllabi for the Naropa classes in Bhutan can be found in the Appendix section of this handbook.

Following the three-week orientation, students will proceed to the Royal University of Bhutan campus where they have chosen to live and study for the semester. Students will be living on campus, in college housing (hostels). Most BSA students will have a Bhutanese roommate though some may share a room with fellow American. Depending on the campus, time at the college will be overseen by either an RUB International Student Advisor or an international student committee. Also depending on the campus, there will be a cooking facility in the hostel or meals will be taken in the student mess hall.

Students will take two RUB courses and continue the Independent Research work begun in orientation, as well the Contemplative Studies and Intercultural Experience course work, consulting regularly with an RUB mentor and the Naropa in-country faculty member. Students will have weekly check-ins with both the RUB International Student Advisor/Committee and the Naropa in-country faculty by phone or Skype. Students will meet as a group during mid-semester break.

At the conclusion of the semester, students will gather in Paro for a final check-in and Re-Entry Orientation prior to leaving Bhutan in mid-June. After the Re-entry Orientation, the group will leave Bhutan together.
NAROPA UNIVERSITY

Naropa University holds the unique honor of being a Buddhist-inspired, non-sectarian educational institution. Naropa’s educational approach centers around contemplative education and engages a wide representation of the world’s academic, religious, and artistic endeavors and traditions. Naropa engages students in a variety of contemplative practices, each suited to—and an expression of—the learning discipline in which they operate. Not only is contemplative practice itself varied, but the relationship with contemplative practice is unique to each student. The common thread is that contemplative practice is an essential element of learning, of the development of the whole person, and of becoming a valuable member of society.

Naropa was founded in 1974 by Chögyam Trungpa Rinpoche and a group of his students. Trungpa Rinpoche was a Tibetan scholar and meditation master, educated and trained in the spiritual and scholastic traditions of Tibetan Buddhism. He then immersed himself in the study of Western traditions at Oxford University. Trungpa Rinpoche was a highly innovative teacher, scholar, and artist. Naropa’s educational mission reflects his spirit and vision.

Naropa University was founded as a place of encounters and collaborations—between East and West, scholasticism and spirituality, ancient traditions and modern innovations—all engendered by a spirit of experimentation and openness. Naropa extended this approach to the arena of international education in 1985, creating programs in Nepal, Bali, and Prague. The university applied its ever-evolving educational approach to cross-cultural learning, and the match was both natural and challenging. More recently, Naropa University initiated the Bhutan Study Abroad Program and additionally collaborates with Where There Be Dragons, an international cross-cultural education organization for programs in Nepal, India, China, Peru, and Bolivia.

For more depth on Naropa University, please visit: www.naropa.edu.

THE ROYAL UNIVERSITY OF BHUTAN

The Royal University of Bhutan (RUB) was chartered in 2003 and is a confederation of ten previously independent college campuses across Bhutan. Most campuses specialize in a particular educational arena: Language and Culture Studies, Natural Resources, Education, Traditional Medicine, Business, Health Sciences, Polytechnic, and Science and Technology. Sherubtse College is a multi-disciplinary institution.

Each RUB campus offers courses related to Bhutanese culture and society, enabling Naropa study abroad students an opportunity to pursue their special area of interest while deepening their knowledge and understanding of Bhutan as a whole.

The Royal University of Bhutan is dedicated to providing the diverse educational needs of the growing nation of Bhutan in a manner consistent with the educational goals of Gross National Happiness (GNH). GNH is a term coined by His Majesty the Fourth King of Bhutan, Jigme Singye Wangchuck, in the 1970s. The concept implies that sustainable development should take a holistic approach towards notions of progress and give equal importance to noneconomic aspects of wellbeing.

The educational models at RUB are aimed toward providing for the economic and social needs of the Bhutanese people. While providing the educational needs for development, the university also endeavors to preserve and continue the traditions of Bhutanese culture and society. As the Charter of the Royal University of Bhutan states:

“The overall objective of the University shall be to provide, through the dissemination of knowledge and the advancement of learning and the granting of awards, for the economic and cultural development of the Kingdom of Bhutan and to promote the cultural enrichment, personal development, and well-being of our people.”

—The Royal Charter of the Royal University of Bhutan, April 18, 2003, Jigme Singye Wangchuck, King of Bhutan
RUB Campuses Currently Available for Naropa Study Abroad Students

Naropa University and RUB have selected three campuses that best serve students interested in attending the Naropa University Study Abroad Program in Bhutan. These include:

- The College of Natural Resources at Lobesa in western Bhutan
- The Paro School of Education at Paro in western Bhutan
- The Institute of Language and Cultural Studies at Taktse in central Bhutan

THE ROYAL UNIVERSITY OF BHUTAN:
COLLEGE OF NATURAL RESOURCES (CNR)

The College of Natural Resources (CNR) is a beautiful campus, designed with traditional Bhutanese architectural elements. It is about three hours outside of Thimphu over an 11,000 foot pass, and is close to the town of Wandue Photrang. Its natural setting is highly conducive to the academic emphasis of the campus, which includes animal science, agriculture, forestry, and sustainable development.

The campus features experimental farms and animal husbandry facilities, and is surrounded by forests. The campus is self-contained, yet small villages surrounding the campus are easily accessible to students.

Academics

CNR offers a potential array of experiential courses for Western students interested in the environment and agriculture.

Room and Board

Naropa students will live in self-catering hostels, which are dorms with small kitchens. Meditation space is available on the top story of each hostel. Showers are available, but with only cold water. In addition, there are washing machines on campus.

Spring 2015 courses available for NU Bhutan Program students to select at the College of Natural Resources (CNR) include:

- SOC102  Bhutanese Society and Culture
- EVS101  Environmental Studies
- EVS102  Introduction to Ecology and Ecosystems
- DEV101  Introduction to Sustainable Development
- NRM305  Climate Change: Vulnerability, Mitigation, and Adaptation
- BOT301  Systematic Botany and Ethnobotany
- AWP301  Animal Welfare and Environmental Physiology

Please see the Academics section of Naropa’s Bhutan Study Abroad page to see a complete listing of current RUB course offerings. www.Naropa.edu/Bhutan

Contact Information for CNR

Dean of Student Affairs
Ugyen Thinley, 17617941, thinley@cnr.edu.bt

Study Abroad Coordinator
Tandin Gyeltshen, 77636003, tandin@cnr.edu.bt

Hostel Provost
Dawa Tshering, 17609793
Academic Advisor or Committee
Dr. D. B. Gurung (DAA), 17633256, dbgurung.cnr@rub.edu.bt
Ms. Chogyal Wangmo (Member), 77482788, chogyel777@gmail.com

Address:
College of Natural Resources
Lobesa
Punakha
Bhutan

THE ROYAL UNIVERSITY OF BHUTAN:
PARO COLLEGE OF EDUCATION (PCE)
The Paro College of Education (PCE) is located on a hillside adjacent to the town of Paro on an attractive campus designed with traditional Bhutanese architectural elements. All academic and housing facilities are in close proximity, and the campus is landscaped with a pleasing array of flowering plants and trees. Roads and pathways are well paved or cobbled. Auditoriums, sports halls, library, and classrooms incorporate the use of wood and traditional motifs.

Academics
Paro College offers courses in primary and secondary teacher education and includes a small number of counseling courses.

Room and Board
Self-catering hostels (dorms with kitchens) are available only for girls. Boys will stay in the regular hostels and take meals at the dining mess hall. PCE has a new dining mess hall, equipped with modern kitchen facilities. The girls’ self-catering hostel has hot water showers (when available); all clothes washing will need to be done by hand.

Sample of courses offered at PCE
- EDN104  Creative Arts in Lower Primary
- EDN312  Creative Arts in Upper Primary
- EDN313  Teaching Practice (will be adjusted for foreign students to do field placement in local schools)
- EDN209  Introduction to Educational Action Research
- EDN310  Multi-grade Teaching
- EDN420  Guidance and Counseling
- EDN307  Education for Development
- EDN206  Introduction to Educational Action Research
- EDN411  Introduction to School Guidance and Counseling
- VIC104  Visual Communication
- ENG306  Dramatic Arts

Please see the Academics section of Naropa’s Bhutan Study Abroad page to see a complete listing of current RUB course offerings. www.Naropa.edu/Bhutan

Contact Information for PCE
Dean of Student Affairs
Mme Phuntsho Dolma: 8271522

Address:
Paro College of Education
Royal University of Bhutan
P.O. Box 1245
Paro Bhutan
THE ROYAL UNIVERSITY OF BHUTAN
THE INSTITUTE OF LANGUAGE AND CULTURAL STUDIES (ILCS)

The Institute of Language and Cultural Studies (ILCS) campus is located on a hilltop overlooking the Trongsa district, an hour’s drive from the town of Trongsa, and a six-hour drive from Thimphu. It is a new campus with an impressive scale of modern architecture and with an integrated campus design. The campus is still actively undergoing construction of new dorms and other additions. It offers a new library, assembly hall, dance and performance rooms, as well as computer labs and classrooms. The campus has one small village adjacent to it with limited facilities, with other villages too distant for student access.

Academics

ILCS is a new campus that has a strong focus on traditional arts and culture. They have designed a new BA in Bhutanese and Himalayan Studies that they envisioned with the participation of international students.

Room and Board

Students are housed in segregated men and women’s hostels, which will offer self-catering in the future when facilities are completed. Walks between some areas of the campus involve rough trails through construction areas. The classrooms and library are modern, comfortable, and spacious, and built to accommodate a rapidly increasing student population.

Examples of courses offered at ILCS

- BTN 201  The Cultural Heritage of Bhutan I
- HIM 203  Religions of Himalayan Territories II
- BTN 304  The Cultural Heritage of Bhutan II
- HIM 307  Historical Leaders of the Himalayas
- BTN 305  History and Philosophy of GNH
- BTN 408  Anthropology and Sociology and Bhutanese Society
- HIS 406  Indo-Chinese Relations
- RES 402  Research Methods in Practices & Field Project
- COB 201  Contemporary Bhutan—Institutions and Reform
- ENG 407  Women and Social Change

Please see the Academics section of Naropa’s Bhutan Study Abroad page to see a complete listing of current RUB course offerings. www.Naropa.edu/Bhutan

Contact Information for ILCS

Director
Luntaen Gyatsho, 77110755, dir.ilcs@rub.edu.bt

Dean of Student Affairs
Tenzin Jamtsho, 16928519, tjamtsho.ilcs@rub.edu.bt

Administration Officer
Singye Wanchuk, 17791016, singyew.ilcs@rub.edu.bt

Address:
Institute of Language and Cultural Studies
P.O. Box 554
Taktse, Trongsa, Bhutan
PRE-DEPARTURE

Passports
Students who do not already own a passport should procure one soon after acceptance into the program. Passports can take 6 to 8 weeks to process and are required for the purchase of international airline tickets, as well as to receive a visa from Bhutan. Students should have their passports by October 1 in order to purchase airline tickets. For information on how to obtain a passport, visit the U.S. Department of State’s website at travel.state.gov/content/passports/english/passports/apply.html.

Students who already have a passport should be sure that the passport does not expire within 6 months of the program. Students with passports that will expire within 6 months of the program are required to obtain a new passport.

Visas
All visitors to Bhutan are required to have a visa. Naropa University will work with the Royal University of Bhutan to secure all student visas for this program. To that end, students must provide Naropa’s study abroad administrator with the following by October 30:

• A copy of current passport
• A passport-sized photo
• RUB campus selection
• RUB course selection
• Bhutan Visa Application

Vaccinations
The Centers for Disease Control recommends that most travelers get Hepatitis A and Typhoid vaccinations before traveling to Bhutan. Naropa strongly encourages students to follow CDC recommendations and to receive the recommended vaccinations. Students choosing to not get vaccinated according to CDC recommendations will be asked to sign a waiver stating that they understand the risk involved with not being vaccinated. For more information on the CDC recommendations for Bhutan, please visit www.nc.cdc.gov/travel/destinations/traveler/none/bhutan.

Students will need to consult with a physician or a travel clinic to ascertain what, if any, additional immunizations are needed for Bhutan. Additional vaccinations recommended for visitors to Bhutan could include Hepatitis B, rabies, and malaria, depending on which part of the country visitors will be visiting. Having the rabies immunization, which is expensive, nevertheless reduces the number of rabies shots needed if a person is bitten or exposed to an animal suspected of having rabies. (Please note that rabies shots are available in Bhutan.) Malaria medicine is very strong and sometimes has side effects. Students should discuss the possible side effects with a physician or travel clinic. Generally, no one in the Naropa Bhutan Study Abroad Program will be in an area where there is any threat of malaria. Southern Bhutan, however, is definitely considered a malarial area. Additionally, any student traveling in Asia following the program should check to see if they will be traveling in malarial areas.

Health and Travel Insurance
All students participating in the Bhutan Study Abroad program are required to have both medical and travel insurance. Students are responsible for fully understanding the coverage provided on both their medical and travel insurance policies prior to departure. Students should also be aware that most domestic medical insurance policies require an out-of-pocket payment at the time of incident.

Proof of medical and travel insurance must be provided to Naropa’s study abroad administrator prior to December 1. While Naropa does not recommend any one travel insurance provider, the following is a list of possibilities for students when choosing travel insurance:
When doing research about which travel insurance to buy, it is important to remember that this is a decision that could have huge implications if a student becomes ill or injured while abroad. When looking at the different insurance options, Naropa University strongly recommends that they include the following:

- Medical insurance for accident AND injury, as well as for mental health issues, up to at least $50,000;
- Emergency evacuation up to at least $500,000;
- Repatriation of remains up to at least $50,000;
- 24-hour travel and medical assistance.

Other options to compare among travel insurance plans include trip cancellation, coverage of lost baggage, and bringing family members in-country if necessary.

Again, it is imperative that students take the time to research options carefully and understand how to access insurance should an incident occur while in Bhutan.

**Reminder:** The type of travel insurance purchased is entirely up to the student, and Naropa is not liable for coverage meet any future needs.

**Students with Disabilities**

Students with physical, mental, or emotional conditions who may require accommodation to participate in the Bhutan Study Abroad program are encouraged to contact Naropa’s disability resources coordinator (“DRC”) well before the program application deadline. The DRC will assist by providing the student with a clear description of the physical and academic requirements of the program. The student will be asked to provide a clear description of the accommodations that the student believes will be necessary to meet the requirements of the program. The student may be asked to provide a release to speak with the student’s healthcare provider so that the DRC can have a clear understanding of the student’s needs. The DRC will determine the availability of those accommodations, or other reasonable accommodations, at the program location. In cases where no accommodation is possible, the DRC will notify the student.

There is no equivalent Americans with Disabilities Act (“ADA”) law in Bhutan. Features of RUB campuses, including dorms, may present challenges to some students. Steep staircases and uneven paths dominate the vast majority of campus buildings. Naropa’s DRC and/or Naropa’s study abroad advisors can provide students, upon request, with additional information regarding the facilities and educational structure of RUB’s campuses.

The office of Naropa’s disability resource coordinator, Jackie Chavarria, is located in the Student Affairs Department in the Administration Building on the Arapahoe Campus. You may contact her at 303-245-4749 or email: jchavarria@naropa.edu.

**Pre-Departure Online Orientation and Meeting**

All Bhutan Study Abroad students will be expected to complete a four-week online orientation during the fall semester prior to departure. This online orientation provides more in-depth information about health and safety, as well as information about Bhutan. Discussion boards included in the online orientation give students an opportunity to get to know each other prior to departure.

Additionally, there will be a final, mandatory, pre-departure meeting held in the first week of December. Students not living in the Boulder area will be provided the information from this mandatory meeting electronically.
LGBTIQ Students

Lesbian, Gay, Bisexual, Transgender, Intersex, and Queer/Questioning (LGBTIQ) students can face special considerations when choosing a study abroad program. Laws pertaining to sexual orientation, same-sex sexual contact, and gender expression vary widely around the world, as do popular attitudes. Cultures also vary in how sexual orientation and gender identities are defined and understood. Some countries are more liberal on these matters than the U.S., some less so. Regardless, whatever the general rule, there will always be pockets of difference and personal idiosyncrasies.

When choosing any study abroad destination, it is important to consider the following questions:

- How open do you want/need to be about your sexual orientation and/or gender identity while abroad? Some countries may be far more supportive of LGBTIQ rights than is the U.S. In other cases, it may be inadvisable or even dangerous for you to come out to people in your host community. If you choose a location where you will need to hide your identity, how will this impact your overall study abroad experience?
- Do you want/need to be part of a supportive LGBTIQ community? Are there LGBTIQ organizations on your host campus or in the community?
- What are laws and cultural norms surrounding relationships and dating?
- What types of housing options are available? If you will live with a host family, do you want to specifically request a family that is known to be supportive of LGBTIQ students? Some past students have wanted to come out to their host families prior to arrival, while others prefer to get to know them first and then make that decision.
- If you regularly utilize any health or counseling services at home, will these be available and covered by insurance abroad?
- If your gender presentation is different from your legal sex, or if you are in the process of transition, what types of challenges might you face with travel, immigration, and documents?

The resources below can help you learn more about laws, cultural norms, and other considerations regarding your study abroad experience.

Generally, LGBTIQ life and communities tend to be hidden in Bhutan. Heterosexual identities are dominant and there are laws against homosexual acts or identity. Once integrated into an RUB campus, students can gauge how open they want to be with their identity. Naropa’s in-country faculty member can also be a resource, especially as students consider how to integrate LGBTIQ identity into Bhutanese culture.

Resources for LGBTIQ students:

- NAFSA Rainbow Special Interest Group includes general considerations, country-specific information, and alumni reports for LGBTIQ students who are planning to study abroad.
- The International Lesbian, Gay, Bisexual, Trans, and Intersex Association is an excellent tool for researching laws related to sexual orientation and gender identity/expression. You can search by issue area, country, or region.
- The Lesbian, Gay, Bisexual, & Transgender U.S. Peace Corps Alumni site includes accounts of current and former Peace Corps Volunteers regarding their experiences as LGBTIQ individuals in countries where they served, including their decisions to come out or to hide their identities from their communities.
- National Center for Transgender Equality offers air travel tips for transgender people.
TIMELINE AND CHECKLIST

Students should pay close attention to the following requirements and deadlines. Failure to meet these deadlines could result in loss of eligibility to participate in the Bhutan Study Abroad program.

<table>
<thead>
<tr>
<th>DUE DATE</th>
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<tbody>
<tr>
<td>Approval of program by your college and advisor Prior to application</td>
</tr>
<tr>
<td>Pay $500 deposit to secure place in the program. Within two weeks of acceptance into program</td>
</tr>
<tr>
<td>Report any special needs, including ADA, to Naropa As soon as possible. November 1 at the latest.</td>
</tr>
<tr>
<td>Finalize Financial Aid for spring semester (only for students who did not receive aid for fall semester): Submit FAFSA by October 1 (if not already completed for fall). Submit any additionally required materials by November 1, accept aid by December 1</td>
</tr>
<tr>
<td>Procure passport and send copy of first page to Naropa October 30</td>
</tr>
<tr>
<td>Finalize airfare for international flights October 30</td>
</tr>
<tr>
<td>Complete Bhutan Visa Application and submit to Naropa with two passport size photos, along with RUB campus and course selection. October 30</td>
</tr>
<tr>
<td>Choose RUB campus and submit course selection to Naropa’s study abroad administrator October 30</td>
</tr>
<tr>
<td>Health disclosure form November 1</td>
</tr>
<tr>
<td>Study Abroad Agreement November 15</td>
</tr>
<tr>
<td>Submit emergency contact information to Naropa December 1</td>
</tr>
<tr>
<td>Submit proof of health and travel insurance to Study Abroad office at Naropa December 1</td>
</tr>
<tr>
<td>Compile list of prescriptions and submit copy Naropa December 1</td>
</tr>
<tr>
<td>Complete immunizations and submit copy of record to Naropa December 1</td>
</tr>
<tr>
<td>Complete the online pre-departure orientation December 1</td>
</tr>
<tr>
<td>Purchase airline ticket to Los Angeles December 15</td>
</tr>
<tr>
<td>Submit final payment for program to Naropa January 5</td>
</tr>
</tbody>
</table>

PACKING FOR BHUTAN

When packing for the semester in Bhutan, students should keep in mind that the luggage allowances on Druk Airlines, the airline carrier from Bangkok to Paro, Bhutan, are relatively limited. Students may bring a total of 44 pounds (20kg) of luggage. Any carry-on items such as a laptop must be no larger than 17 ½ + 13 ½ +8 inches and weigh less than 11 pounds. **The weight of carry-on items is included in the total luggage allowance of 44 pounds.**

Any weight over 44 pounds will be charged approximately $7 per kilogram (2.2 pounds).

**Packing list**

**Sleeping bag:** *Required.* Dorms and hostels can be very cold in Bhutan and students will appreciate the added comfort and warmth of a good, down sleeping bag. Additionally, there may be camping trips throughout the semester.

**Clothes:** Students will wear the Bhutanese national dress (gho for males and khira for females) on a daily basis. Naropa will supply each study abroad student with two ghos/khiras upon arrival in Bhutan. Students will need some western clothes for times when traveling out of Bhutan or when gho/khira are not worn. The priority should be to bring...
clothes that can be worn both with the national dress and at other times (a down jacket, rain shell, warm hat, long underwear, good shoes, etc.). The weather will be cold upon arrival and considerably warmer in May and June.

Because men can wear western style shirts under their gho, additional shirts of any type are recommended. Students should bring at least one nice outfit for special occasions. For students who wear unusual sized clothing, it may be difficult to find clothes that fit in Bhutan, particularly in more rural areas.

**Shoes:** If you are only bringing one pair of shoes, a solid walking shoe with good tread that is nice enough to wear with the gho/khira but durable enough for hiking is recommended. For students bringing two shoes, one dressier shoe and one outdoor/hiking shoe would be ideal. Additionally, students should consider bringing a light pair of sandals or slippers for the hostel.

Keep in mind that western shoe sizes may not necessarily be available in Bhutan. Students with large shoe sizes will not be able to find footwear in Bhutan. For this reason, a second pair of shoes is a good idea in case the first pair is damaged or lost.

**Vitamins and supplements:** There are vitamins available at pharmacies in Bhutan, but they may not be the brand, quality and dosage western students want.

**Photocopies:** Make photocopies of all essential documents:
- The first page of passport (with photo on it); Any visa pages in passport that will be needed for travel
- Airline ticket
- Credit cards
- Traveler’s checks information
- Any prescriptions or medical documents

Keep photocopies of these documents in a secure place, separate from the originals. Additionally, it is advisable to leave a set of all these copies at home with family or a friend.

**Money satchel or money belt:** Money satchels or belts allow you to carry cash in a secure location on your body.

**Personal First Aid kit:** See the Health and Safety Section of this handbook for a list of recommended first aid kit items.

**Family photos, postcards, etc.:** Bringing a small album of photos from home is a good way for westerns students to share their life with Bhutanese friends. Also, Bhutanese people appreciate the gift of a postcard from the U.S., either of your home town or campus, or of a famous national site, such as New York City, the Grand Canyon, the San Francisco Golden Gate Bridge, etc.

**Camera:** Students should bring extra memory cards, a charging cord, a good case, and one extra battery or more. Rechargeable batteries are ideal.

**Luggage tags and locks.**

**Pens, pencils, a good notebook, and a journal:** These items are available in Bhutan but students should bring these items if they have a favorite brand that may not be available in Bhutan. Additionally, high quality pens make good gifts, especially if they have a college or some other logo on them.

**Travel umbrella.**

**Alarm clock and watch:** A watch with an alarm function can eliminate the need to bring a separate alarm clock.

**Water bottle:** Students will have access to filtered water in the hostels. Bringing a water bottle ensures a quality water source can be carried with you at all times.

**Computer:** Students should bring a rugged laptop. There are computer labs at all campuses, but it is recommended that
students bring their own laptop. If the laptop does not run on 220 current, students should bring a quality transformer as well. When packing, it is advisable to put laptops in carry-on luggage to avoid any damage in checked bags.

**Adapters and surge protectors:** As Bhutan uses more than one plug configuration, it is best to bring a multi-plug adapter, also available in Bhutan. Travel-sized surge protectors are recommended to protect your laptop due to the sometimes uneven electrical current in Bhutan.

**Gifts:** Recommended small gifts include photos, postcards of the United States, nice pens, books with photos of United States, t-shirts, small toys, etc.

**Towel and washcloth**

**Sewing kit**

**Personal hygiene items**

**Eyeglasses & prescription sunglasses, contact lenses, and enough cleaning solution for the entire semester**

**Tampons and other feminine products:** Additionally, it is recommended that female students bring over-the-counter yeast infection medicine.

**Ear plugs:** Recommended for bus rides and to block the sound of dogs barking in the early morning.

**Razor blades and shaving cream**

**Backpack for hikes and day trips**

**Flashlight:** A small, light flashlight that runs on AA or smaller batteries is best. Bring extra batteries. Although batteries are available in Bhutan, they may not be the same quality as found in the States. If possible, bring extra batteries.

**Head lamp**

**Assorted zip-lock baggies for storage and packing**

**Pocket calculator**

**Water Purification for use during outings—optional**

**Bring one of the following:**

1. Iodine tablet system such as “Potable Aqua” or iodine drops.
2. Chlorine & Hydrogen peroxide system (Giardia tested).
3. Hand-pump systems for more extensive and thorough use.

**Optional to Bring:**

- Shampoo, toothpaste, hand lotion, and other basic toiletries are available in Bhutan. However, many of these products contain whitening agents. Some students opt to bring their own toiletries.

- A cell phone. Naropa will supply students with a cell phone for their time in Bhutan. American cell phones may have to be unlocked to work with Bhutanese SIM cards.

**What Not to Bring:**

- Sentimental or expensive watches, jewelry, or clothing. These items could be lost, misplaced, or damaged.

- Electrical appliances that do not work on 220 current, such as hair dryers, radios, etc. Voltage converters can be used, but are extra weight and have to have the right plug configuration.
COMMUNICATION

Time difference: Bhutan is 13 hours ahead of Boulder, Colorado.

Country Code: 975

To dial Bhutan from the United States: Dial 011 (US Exit code) + 975 (Bhutan country code) + 7-digit landline or 8-digit cellphone

Internet suffix: .bt

Cell Phones

All students and faculty participating in the Bhutan Study Abroad program will be issued a cellphone for use while in Bhutan. This policy is part of Naropa’s commitment to the health and safety of our BSA participants. These cell phones will be used to maintain regular contact with the Naropa faculty member, as well as to facilitate communication in case of an emergency. It is the student’s responsibility to make sure that cell phones are charged and fully functional at all times. Students must also ensure that their phones are stocked with usable minutes. Each student will be provided a certain number of minutes at the beginning of the program. If a student uses the minutes above and beyond what is provided, it is his or her responsibility to restock the minutes.

Using a cell phone for calls to or from the U.S. is very expensive. Students will want to check with their personal cell phone provider to see what services are available to them in Bhutan.

Students may want to explore international call options such as MagicJack that allow students to make international calls to the U.S. at a fixed rate. www.magicjack.com/useInternational.html

Skype

Internet access during the three-week Orientation is unreliable. However, once on campus, each RUB campus does have internet capability so students will be able to use Skype to communicate with family and friends back home. Internet access is reported to be more reliable during the evening hours.

Mail

Throughout the semester, letters can mailed to the student’s attention at the addresses listed below. However, sending packages from the U.S. to Bhutan is generally not recommended. Mail from the U.S. to Bhutan is not entirely reliable and can take up to eight weeks. Any packages to Bhutan must first pass through customs in India. There have been reported cases of packages being opened and pilfered prior to arrival in Bhutan.

Addresses

College of Natural Resources
Lobesa
Punakha
Bhutan

Institute of Language and Cultural Studies
P.O. Box 554
Taktse
Trongsa, Bhutan

Paro College of Education
Royal University of Bhutan
P.O. Box 1245
Paro Bhutan

NAROPA UNIVERSITY
Communication Between BSA Students and Naropa’s In-Country Faculty Member

Naropa’s in-country faculty member will hold weekly conversations with each student participating in the Bhutan Study Abroad program. Because students and faculty will not always be in the same location, these weekly check-ins will be a critical component of the program.

The weekly student/faculty conversation will take place in person, by phone (using the Naropa-issued cell phones), or via Skype. The purpose of these weekly conversations will be to check on a student’s general well-being, to discuss progress on course work, and to answer any question that may arise for students.

Students are required to participate in these conversations on a weekly basis. Failure to be in contact with the Naropa faculty member on a regular basis could be grounds for dismissal from the program.

PREPARING FOR CROSS-CULTURAL ENCOUNTERS

Excitement, nervousness, anxiety, exhilaration, discomfort… all are words students have used to describe how they feel when studying abroad. Your time in Bhutan will bring you into an experience of intercultural learning that will be valuable to your life and future career. The gifts, challenges, and inspirations you will experience are a rich field of learning about yourself and the world around you, one that you will continue to deepen throughout your time in Bhutan.

Here we explore the very basics of cross-cultural learning to prepare for the differences and subtle modes of cultural expression that will present themselves. Culture will be discussed in much further detail in the Contemplative Studies and Intercultural Awareness course taught in Bhutan.

What is cross-cultural experience?

Cross-cultural experiences occur on a daily basis as people with different backgrounds interact and communicate. When one travels to an entirely different culture, the differences are exponentially increased. On the surface level, there might be differences in language, ethnicity, lifestyle, and food. On less obvious levels, there are differences in worldview, emotional expression, cultural assumptions, relationship styles, religious assumptions, and so on.

Once a sojourner steps into a host culture, there are many dimensions and shades of difference between oneself and the new environment. Mind, emotion, body, and everything that might be considered oneself becomes faced with the “other.” At first, the more obvious differences in a host culture can create excitement and fascination. Exposing one’s mind and senses to an entirely new situation for a short period of time can be invigorating and compelling and is the reason many people travel to new countries.

The longer a person stays in a new culture, however, the more pronounced and vivid reactions become. There are levels and stages of such cross-cultural experience and the better a person is able to navigate these different levels through observation and awareness, the more deeply one can learn and benefit from living in a new culture. Successful cross-cultural encounter allow a person to enter into more subtle learning about the host culture, as well as gain insight into one’s own cultural identity.

The Cultural Adjustment Roller Coaster

Nearly every person living in a different culture will experience culture shock. Culture shock can be broken into a few different phases, including the honeymoon, negotiation, adjustment, and mastery phases. For tourists visiting a new country for a brief period of time, the differences in culture can be exciting and invigorating. The host culture is often seen in a very positive light during the first few weeks while one is experiencing the honeymoon phase of culture shock. However, the honeymoon phase usually ends after a few weeks and culture shock will, most likely, lead to the negotiation phase.

In the negotiation phase, sometimes referred to as the challenging phase of culture shock, deeper cultural differences become more apparent and can create anxiety and frustration. This phase is sometimes marked by attachment to negative judgments, and in extreme cases, even a dogged commitment to actively disliking the host culture. Some people suffer
from depression, irritability, and anger. The negotiation phase can last for a few weeks or, where conscious attention is
not directed to these states of mind, even months. As the most challenging phase of culture shock, it is important to both
be aware of and strategize about how one may navigate it.

Eventually, and most effectively with conscious work, one transitions to the adjustment and mastery phases that allow
deeper learning, opening the door to a wealth of knowledge and insight. Developing skills in navigating these phases is
useful for a lifetime. We will study the art of crossing cultures in detail in our semester in Bhutan both in the classroom, and
more importantly, in the experience of life in Bhutan. Having this basic map of the phases ahead of time can be helpful to
know that your states of mind facing inspirations and challenges are normal in the art of crossing cultures.

A few thoughts on cultural adjustment for Naropa Study Abroad Students in Bhutan

• Be prepared to be surprised and inspired at your cross-cultural learning. Being kind to yourself is key to
  facilitating excellent learning and openness to others.
• Expect to feel frustrated sometimes. People will do things differently in Bhutan and there could be
  communication issues. Patience is a wonderful practice in moments of confusion.
• Be ready to observe the new culture with an open mind and accept this new culture for what it is. Expect to
  be inspired by new models of living and viewing the world.
• Expect to feel depressed sometimes. Feeling homesick is natural for sojourners.
• Expect to hear criticism of the United States and experience your cultural identity from the outside as others
  may perceive it.
• As a student at the Royal University of Bhutan, you will be able join clubs, participate in sports, and attend
  other university-sponsored functions in addition to taking the classes, to enhance your experience.

This brief introduction to the art of crossing cultures is an invitation to begin your observations of cross-cultural learning
from the very start as you prepare for your semester in Bhutan.
ABOUT BHUTAN

Geography
Bhutan is approximately the size of Switzerland, situated between India and Tibet in the Himalayas. The elevation of Bhutan ranges from 600 feet above sea level to high in the Himalayas at 23,000 feet with the majority of Bhutan’s population living in the highlands. Traveling between towns in Bhutan requires going up mountain passes and into valleys.

Weather
Depending on the region, there will be a variance of climate and weather but, generally, Bhutan has a dry and relatively cold winter and a very wet summer. Before the monsoon rains, the weather can be very hot. The monsoon season, from June to September, will be slightly cooler and very muggy. The Naropa Bhutan Study Abroad Program will take place from mid-winter through spring, meaning that the range of climate will go from very cold to fairly hot.

Average Temperatures for each campus in the months of the Bhutan Study Abroad program (in Fahrenheit):

<table>
<thead>
<tr>
<th>Campus</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punakha (CNR)</td>
<td>50.3</td>
<td>54.4</td>
<td>59.4</td>
<td>64.7</td>
<td>69.8</td>
</tr>
<tr>
<td>Trongsa (ILCS)</td>
<td>43.5</td>
<td>44.9</td>
<td>51</td>
<td>56</td>
<td>61.3</td>
</tr>
<tr>
<td>Paro (PCE)</td>
<td>35.2</td>
<td>45.4</td>
<td>45.6</td>
<td>52</td>
<td>62.7</td>
</tr>
</tbody>
</table>

Culture
Because Bhutan has long maintained a policy of strict isolationism, the traditional culture of the country can be seen throughout the country. The Driglam Namzha, or the prescribed book of etiquette, culture, and dress, was mandated by the government in 1990. This Driglam Namzha addresses many facets of Bhutanese culture and can most prominently be seen in the national dress worn by men (gho) and women (kira) on official business. Students studying with Naropa’s Bhutan Study Abroad program will be required to wear the national dress while attending classes at the Royal University of Bhutan, as well as while visiting monasteries or other important culture sites during the three-week in-country orientation.

Money
The national currency of Bhutan is the Ngultrum. Bhutan is still primarily a cash-based society so students will not be able to use credit cards regularly. There is an ATM on the College of Natural Resource and College of Education campuses but students studying at the Institute of Language and Cultural Studies will need to withdraw money from an ATM while in Paro during orientation. The international student advisor on the ILCS campus will hold the cash in a secure location if requested to do so.

IMPORTANT: STUDENTS SHOULD BE SURE TO NOTIFY THEIR BANKS THAT THEY WILL BE TRAVELING OUT OF COUNTRY. IF A BANK SEES INTERNATIONAL CHARGES ON A DEBIT OR CREDIT CARD, THERE MAY BE THE ASSUMPTION OF FRAUD AND THE FREEZING OF FUNDS IN A STUDENT ACCOUNT. ALSO, BE SURE TO CHECK THE EXPIRATION DATES ON YOUR CARDS TO BE SURE THEY WILL NOT EXPIRE WHILE YOU ARE IN BHUTAN.
Food

Bhutanese cuisine is spicy and uses chilies that are abundant in the region. Red rice and vegetables are ubiquitous in the cuisine. Other popular ingredients are cheese made from yak and cow, as well as chicken and yak meat. Popular dishes include:

- **Ema datshi**, the “national dish of Bhutan,” spicy cheese and chilies
- **Zow shungo**, rice dish with vegetables
- **Jasha maru**, minced chicken curry
- **Phaksha paa**, dried pork stewed with daikon, bok choy, and chilies
- **Thukpa**, Tibetan noodle soup
- **Bathup**, traditional Bhutanese noodle soup

Butter tea is a popular drink in Bhutanese culture.

When offered food, one says *meshu meshu*, covering one’s mouth with the hands in refusal according to Bhutanese manners, and then gives in on the second or third offer.

Language

Due to the large variety of indigenous cultures found in Bhutan, there are nineteen languages spoken in this relatively small country. However, the official language of Bhutan, Dzongkha, is a dialect of old Tibetan and very distinct from the modern Tibetan spoken in Central Tibet.

English was established as the medium of instruction in 1975 and is almost universally spoken and understood among the younger, educated generation.
A sample of useful Dzongkha phrases
(taken from www.visitbhutan.com)

Greetings / Hello : Kuzoozangpo La (Response is also Kuzoozangpo La)
Welcome : Joen pa Leg So
How are you : Ga Day Bay Zhu Yoe Ga ?
I’m fine : Nga Leg shom Bay Rang Yoey
Good wishes : Tashidelek !
Thank you : Kaadinchhey La
What is your name ? : (for elders with respect) Na gi Tshen Ga Chi Mo ?
What is your name ? : (for peers) : Chhoey gi Ming Ga chi Mo ?
My name is : ….. Ngegi Ming………….. Ein
Where are you from ? : Chhoey ga te lay mo ?
How old are you ? : Kay Lo gadem chi Ya shi ?
Good Bye : Log Jay Gay (means we’ll meet again)
Where does this road lead to ? : Lam dig a thay jow mo ?
Is it far ? : Tha ring sa in-na ?
Here : Na / Nalu
There : Pha / Phalu
Where ? : Ga tey ?
Which ? : Gadee ?
In front of : Dongkha
Next to : Bolokha
Behind : Japkha
What is this ? : Ani ga chi mo ?
How much is it ? : Dilu gadem chi mo ?
That’s too much : Gong bom may
Who is speaking ? : Ga Sung Mo La ?
I’m speaking : Nga…………..Zhu Do la
Yes, Yes : Ong, Ong
I’m sick : Nga nau may
Water : Chhu
Hot water : Chhu Tshe
Milk Tea : Na Ja
Butter Tea : Su Ja
HEALTH, SAFETY, AND RISK MANAGEMENT

The health and safety of Naropa’s study abroad students is our highest priority. To ensure the safety and well-being of students participating in Naropa’s Bhutan Study Abroad program, Naropa works to do the following:

- Conduct periodic assessments of health and safety conditions for the program.
- Develop and maintain emergency preparedness processes and a crisis response plan.
- Provide clear health and safety information to prospective participants so that they and/or their families can make informed decisions concerning participation.
- Provide orientation to participants prior to the program and on-site, which includes information on safety, health, legal, environmental, political, cultural, and religious conditions in the host country.
- Provide information for students and staff about appropriate health, travel, and accident (emergency evacuation repatriation) insurance.
- Conduct appropriate inquiry regarding the potential health and safety risks of the local environment of the program.
- Conduct appropriate inquiry regarding available medical and professional services in Bhutan and outlying areas.
- In the participant screening process, consider factors, such as disciplinary history of a potential student that may impact the safety of the individual or the group.
- Communicate applicable codes of conduct and the consequences of noncompliance to participants.
- In case of an emergency, maintain good communication among staff, participants, families, and the institution.
- Provide information for participants and their families regarding their responsibilities and those of Naropa University.

There are some inherent risks that are outside of Naropa University’s control. In particular, we:

- Cannot guarantee or assure the safety of participants or eliminate all risks from the study abroad environment.
- Cannot monitor or control all of the daily personal decisions, choices, and activities of individual participants.
- Cannot prevent participants from engaging in illegal, dangerous, or unwise activities.
- Cannot assure that U.S. standards of due process apply in overseas legal proceedings, or provide or pay for legal representation for participants.
- Cannot assume responsibility for the actions of persons not employed or otherwise engaged by the program sponsor; or for the events that are not part of the program, or that are beyond the control of the sponsor and its subcontractors; or for situations that may arise due to the failure of a participant to disclose pertinent information.
- Cannot assure that home-country cultural values, norms, and laws will apply in the host country.

Health System

The universal health care system is free in Bhutan, including for international students and visitors.

Currently, there are four levels of care found in Bhutan: Basic Health Unit (BHU) Grade 1, BHU 2, District Hospitals, and the larger national referral hospitals.

BHU Grade 2 is the most basic, staffed only by a health assistant and a nurse. BHU Grade 1 is above Grade 2 in its offer of facilities and is looked after by a doctor and has basic facilities.

District hospitals have more services, including inpatient services.

Referral Hospitals are bigger than district hospitals in their offer of services. Bhutan has only two referrals, one each in eastern and western Bhutan—Mongar Referral Hospital in the East and Thimphu’s Jigme Dorji Wangchuck National Referral Hospital.
There are also clinics that operate on licenses issued from Ministry of Health and they charge for services like checkups and medicines.

Prescription drugs are highly regulated and monitored; in other words, it would not be easy for a student to obtain prescription drugs without a prescription.

<table>
<thead>
<tr>
<th>Medical Facilities Available to students at each campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paro College of Education</td>
</tr>
<tr>
<td>PARO DISTRICT HOSPITAL (FREE)</td>
</tr>
<tr>
<td>Services: 4 generalist doctors, ambulance, dental</td>
</tr>
<tr>
<td>Distance from campus: 10 minutes away by car</td>
</tr>
<tr>
<td>College of Natural Resources</td>
</tr>
<tr>
<td>WANGDUEPHODRANG DISTRICT HOSPITAL (FREE)</td>
</tr>
<tr>
<td>Services: doctor, medical generalist, surgeon, anesthesiologist, dental, pharmacy, indiginous medicines, gynecological services, ambulance</td>
</tr>
<tr>
<td>Distance from campus: 20 minutes by car in Wangduephodrang</td>
</tr>
<tr>
<td>PUNAKA HOSPITAL (FREE)</td>
</tr>
<tr>
<td>Services: 2 generalist doctors, pharmacy, ambulance</td>
</tr>
<tr>
<td>Distance from campus: 20–25 minutes away from campus by car in Punaka</td>
</tr>
<tr>
<td>CLINIC (MUST PAY)</td>
</tr>
<tr>
<td>Services: basic Distance from campus: 10 minutes away by foot</td>
</tr>
<tr>
<td>Institute of Language and Cultural Studies</td>
</tr>
<tr>
<td>BASIC HEALTH UNIT 2 (FREE)</td>
</tr>
<tr>
<td>Services: physician’s assistant and nurse, pharmacy for basic medicine. Can only treat minor illnesses.</td>
</tr>
<tr>
<td>Distance from campus: 20 minutes by car</td>
</tr>
<tr>
<td>TRONGSA DISTRICT HOSPITAL (FREE)</td>
</tr>
<tr>
<td>Services: generalist doctors, in-patient services</td>
</tr>
<tr>
<td>Distance from campus: 45–60 minutes by car in Trongsa</td>
</tr>
</tbody>
</table>

**Illness and Crime Reporting**

It is each student’s responsibility while in Bhutan to report any illness or crime that happens to the student, or that the student is involved in, to Naropa’s in-country faculty member immediately. Communication of this information allows Naropa to provide optimal support to students.

All health and crime reports are conveyed to Naropa University’s Study Abroad office, with serious incidents reported immediately. All health and crime information is considered confidential and is only shared with other staff or family members on a need-to-know basis.

**Mental Health**

Studying abroad can be stressful. New surroundings, new food, culture shock—all of these factors can contribute to feelings of anxiety and stress. Students who are currently managing a mental health condition are encouraged to discuss any concerns with their mental health professional prior to departure.

Cultural views on mental health vary greatly around the world and Western-trained mental health providers are not available in Bhutan. For this reason, students are encouraged to develop a set of health coping strategies prior to departure.
Students in the midst of crisis while in Bhutan can call Naropa’s Counseling Support Line which is a telephone support service available 24 hours a day, 7 days a week. To reach the support line from Bhutan, dial 00-1-855-254-3944.

Toll-free numbers are not free from abroad and international charges will apply.

Remember to take care of yourself.
The following suggestions provide some important tips for managing stress:
• Make exercise a regular part of your daily activity.
• Pay attention to good nutrition, especially during times of high stress.
• Be sure to allow enough time for adequate sleep each night.
• Balance time spent working with time playing: Don’t forget to make time for fun!
• Take time out: schedule several brief breaks during the day to breathe, relax, and maintain perspective.
• Look for ways to make your studies fun and playful. Inject humor and laughter where you can.
• Stay connected with friends, family, and community: discuss your problems and help others with theirs.

Sexual Behavior and Relationships
Every country has sexual norms and behaviors specific to that particular culture. Verbal and nonverbal communication, including how a student dresses, convey specific sexual expectations in every culture. The subtleties of acceptable sexual behavior vary widely and it will be difficult at first for students, as outsiders, to grasp the sexual norms in Bhutan. Students’ assumptions about what is acceptable may be frequently challenged. Students need to become sensitive to these differences, and strive to educate themselves quickly on appropriate behavior. This is a matter of personal safety as well as of cultural learning (adapted from SIT Student Handbook, 2014).

In Bhutan, public displays of affection between non-married partners is not socially acceptable. This is true for both heterosexual and LGBTQ relationships, however the latter are formally considered to be illegal, although rarely if ever prosecuted.

A relationship could add a level of cross-cultural confusion or complexity that could make the semester more challenging overall. A relationship also needs the personal as well as the public level of scrutiny and reflection, such as the following mnemonic suggests:

“RICE” – advice for overseas relationships
Respectful – Is this a relationship that attends to the needs of both parties?
Intelligent – Do you know the health risks, cultural context and norms, and the role of cultural projections? Can you communicate well enough (culturally as well as linguistically) to know about AIDS and STDs and other critical issues?
Caring – Is this a caring relationship?
Equal – Is this a balanced relationship in terms of power, behavior, etc.?

Understanding that sexual relationships can make a study abroad experience more challenging and are therefore not recommended for students participating in the BSA program, students who do choose to engage in sexual activity are encouraged to practice safe sex. Incidents of HIV/AIDS are relatively low in Bhutan but students are strongly advised to avoid unprotected sex to aid in the prevention of the transmission of HIV/AIDS or other communicable diseases.

REMINDER: IT IS THE STRICT POLICY OF THE ROYAL UNIVERSITY OF BHUTAN THAT STUDENTS CANNOT BE IN THE DORMITORY OF STUDENTS OF THE OPPOSITE SEX!
Sanitation

Students are always reminded to take precautions to stay healthy while studying in a foreign country. Practicing these basic rules of sanitation can help protect students from illness.

Wash hands as much as possible, particularly before eating. There is antiseptic soap available in the market. If no wash facilities are available, use hand sanitizer.

Carry and use hand sanitizer. Even if hands are washed well, they will be rinsed with tap water. Finish off with a few drops of hand sanitizer. Insure that your hands are dry before beginning to eat. Students may want to carry a clean handkerchief especially for this purpose, as well as for drying wet dishes and utensils.

Make sure that any glasses, cups, and plates you use are clean and dry. Carry a cotton handkerchief with you for this purpose.

Remove shoes inside a home or hostel room. This is not only mandatory social custom but is also healthy in keeping whatever clings to the bottom of your shoe outside.

Water

Generally, Bhutan has very good water but the systems for treating water available in the United States are not widely practiced in Bhutan. Additionally, in the more rural areas, there is always the chance that water has come into contact with animal waste, etc.

Drink only boiled, filtered water. Students will have their own water filter at RUB hostel for this purpose. If traveling, students should take filtered water with them. If your water runs out, it is better to buy bottled water than drink from a local source. If one must drink from a local source, purify the water with water purification tablets or a portable water filter. Never drink from the tap or a stream. It is also best to only use purified water to brush your teeth.

Always take your own water on outings.

Food

When eating out, particularly at small local restaurants, avoid raw food such as salads, raw garnishes, raw chilies, and so on. Particularly during rainy season, a microscopic parasite called Cyclospora is commonly found on leafy vegetables, and can be found on the surface of other vegetables. Cyclospora causes an intestinal illness with symptoms that may not appear for a few weeks after ingestion. The parasite is capable of surviving iodine solution treatment of vegetables, so it is particularly important to avoid raw vegetables altogether during rainy periods.

If dining as a guest in a home and are served raw food, students might say that they have food sensitivity to raw foods if feeling uncomfortable about eating what has been served.

If at a restaurant, don’t eat foods such as casseroles that may have been sitting out unprotected. Avoid any foods where disease-bearing flies have had an opportunity to land, including baked goods from bakeries where the pastries are not protectively encased, or food from outdoor food vendors. As a general rule, it is best to eat hot food, fresh from the stove or oven.

In Case of an Emergency

Students should always carry the laminated identification card provided to them. This card contains information with the student’s name, home campus, emergency contact in Bhutan, and health insurance information.

Emergency services (similar to 911 available in the States) can be found by dialing the following numbers from within Bhutan:

- Dial 112 for ambulance
- Dial 113 for police
Students who become injured or fall ill, after immediate needs have been attended to, should contact the international student advisor on their RUB campus, as well as Naropa’s in-country faculty member. One of these people will contact Naropa’s study abroad administrator who will, in turn, contact the student’s parents if warranted.

Parents who urgently need to contact a student in Bhutan should do so by contacting Naropa’s Study Abroad administrator who will then work to contact the student in Bhutan. Parents should not call RUB staff and faculty directly.

**Naropa’s Study Abroad Administrator:**

Mari Dark  
720-254-8807 (cell)  
mdark@naropa.edu

**Personal Medical Kit**

It is recommended that all students prepare a personal medical kit to take with them to Bhutan.

On the Centers for Disease Control website (www.cdc.gov/travel/destinations/traveler/none/bhutan), there are several recommendations for what medicines travelers should bring with them when visiting Bhutan. While many of these items are available over the counter in Bhutan, the CDC recommends bringing a personal supply from the United States.

**Over-the-counter medications:**

- Antacid
- Diarrhea medicine (Imodium or Pepto-Bismol)
- Antihistamine
- Motion sickness medicine
- Cough drops
- Cough suppressant/expectorant
- Decongestant
- Medicine for pain and fever (ibuprofen, aspirin, or acetaminophen)
- Mild laxative
- Mild sedative or sleep aid
- Saline nose spray

**Items to help prevent illness:**

- Hand sanitizer or wipes
- Water purification tablets (may be needed if camping or visiting remote areas)
- Insect repellent
- Permethrin (an insect repellent for clothing that may be needed if spending a large amount of time outdoors)
- Bed net
- Sunscreen
- Sunglasses and hat
- Earplugs
- Latex condoms

**First Aid Kit**

Students should assemble and bring a small personal first aid kit to bring to Bhutan. Below is a recommended list for such a first aid kit, though each student will need to decide and prioritize what from the list should be included. The most basic kit will include bandaids and an antibacterial ointment such as Neosporin. It is essential to immediately clean, apply antibacterial ointment, and bandage any cut—even the smallest—as it is very easy for cuts to become infected in Bhutan.
Sample First Aid Kit List From Guide to Travel & Wilderness Medicine:

- Moleskin (prevents and keeps blisters from enlarging)
- Assorted Band-aid Products:
  - Sterile Pads
  - Adhesive Pads
  - Large adhesive Band-aids
  - Assorted Band-aids
  - Butterfly Band-aids (closures)
  - Compress Band-aids
- Ace Bandage
- Gauze
- Tape (or Gauze tape)
- Cling or stretch gauze bandage
- Imodium for diarrhea (or Pepto Bismol)
- Tylenol (extra strength) or other over the counter pain medication
- Motrin
- Dramamine/Bonine (for motion sickness)
- Sudafed (for colds and allergies)
- Thermometer
- Scissors
- Tweezers
- Safety Pins
- Oral rehydration salts (Kaiser sells these)
- Iodine Tablets (for water purification) (Army Surplus sells this)
- Hydrocortisone Cream/Benadryl (for treating inflammation, rashes, skin irritations, and itching due to insect bites or rashes from poison ivy, oak, or sumac)
- Antibiotic Ointment (for prevention & treatment of infection in wounds, abrasions & burns)
- Acupressure bracelets (for motion sickness)
- Microshield Mouth Barrier (for CPR)
- Latex Gloves (unless allergic to latex – there are non-latex gloves available)
- Iodine Prep Pads (or Iodine fluid in a bottle)
- Alcohol Pads
- Antibacterial Pads/Towelettes (individually wrapped)
POLICIES

DRUGS AND ALCOHOL

Ban on Tobacco and Marijuana Smoking
Cigarette and marijuana smoking are prohibited by national law in Bhutan. However, there exists a black market for cigarettes, and marijuana grows in the wild throughout Bhutan. All campuses have a policy of no smoking, no drinking, and no marijuana. Students are responsible for observing campus and Bhutan policies prohibiting smoking of cigarettes, use of marijuana, and drinking of alcoholic beverages (see below).

Use of Illegal Drugs and Alcohol
While studying and living in Bhutan, students, faculty, and staff are subject to the laws of Bhutan. This applies especially with regard to the use or sale of controlled substances, i.e., drugs and alcohol. The use and sale of drugs is illegal and can result in severe penalties. **A U.S. PASSPORT WILL NOT PROTECT ANYONE FROM ARREST OR DETENTION.** Furthermore, judicial procedures in many countries provide for lengthy investigatory detention without bail. Neither the U.S. Embassy nor Naropa University will be able to assist you to a great extent, nor can you be guaranteed due process or judicial considerations typically followed in the U.S. and/or in Naropa’s student, faculty, and staff handbooks.

Please be aware that the legal drinking age in Bhutan is 18. It is the responsibility of students, faculty, and staff participating in the Bhutan Study Abroad program to familiarize himself or herself with Bhutan’s laws.

It is also the responsibility of each individual participating in the Bhutan Study Abroad program to understand the gravity of any violation of local laws, legal requirements, or behavioral norms when in another country. Copies of the U.S. Department of State “Consular Information Bulletins” containing information on penalties for violation of local laws are available on the Internet. (travel.state.gov)

Naropa’s Policy on the Use of Illegal Drugs and Alcohol
It is the policy of Naropa that any illegal drug use or the use of alcohol during the study abroad experience (including travel, excursion, or “free” time) will result in disciplinary sanctions, up to and including an immediate dismissal from the program. Such actions not only affect the individual, but also put others in the group and the entire program in jeopardy. Such actions may also result in campus judiciary proceedings against the offending individual(s). Actions involving faculty or staff members may subject said faculty or staff to disciplinary procedures, up to and including termination, as outlined in Naropa’s faculty AND staff handbooks, and/or in written employment agreements, to the extent applicable.
Policies

Student Conduct

Students studying through Naropa’s Bhutan Study Abroad program are subject to the student codes of conduct of both Naropa University and the Royal University of Bhutan.

A complete list of both the RUB Code of Conduct and Naropa’s Code of Conduct can be found in the Appendix section of this handbook. Below are key policies shared by both RUB and Naropa University. Violation of any of these policies, including but not limited to the following, could result in dismissal from the Bhutan Study Abroad program and return to the United States:

- An action or threatened interference, physical or sexual attack, physical or verbal harassment, intimidation or personal abuse, or any action that negatively impacts the safety, health, and wellbeing of the community.
- Any act of discrimination based on any protected status, including but not limited to age, race, color, religion, national origin, ability, sexual orientation, gender identity or expression, veteran status, or gender discrimination in all forms, including but not limited to sexual assault and/or sexual harassment.
- Plagiarism, cheating, or academic dishonesty of any kind.
- Possession, sale, or use of alcoholic beverages during the course of this program is prohibited.
- Attempted or unauthorized sale, use, distribution, acquisition, or possession of any controlled substance, including medical marijuana, illegal drugs, or drug paraphernalia on university premises or at university-sponsored activities, is prohibited.
- Failure to attend classes and/or fully participate in the Bhutan Study Abroad program.

Students found to be in violation of any of Naropa or RUB Codes of Conduct will result in a judicial process as prescribed by the Royal University of Bhutan and/or Naropa University. Actions resulting in dismissal from the BSA program may result in judiciary proceedings against that student upon return to Naropa.

Students dismissed from the Royal University of Bhutan for any student conduct violation will automatically be dismissed from the Naropa Bhutan Study Abroad program and will be expected to return immediately to the United States at their own expense.

Dismissal from Bhutan Study Abroad Program

Students who are dismissed from the study abroad program will be withdrawn from their courses at RUB and could receive a grade of “F” for each course in accordance with established Naropa policy. They will also be removed from their program-provided housing, and be expected to return to the U.S. as soon as possible at their own expense. Students who have been dismissed from the study abroad program, will, in a separate administrative action, also be subject to the student judiciary procedures outlined in Naropa’s Student Handbook and/or the procedures outlined in Naropa’s Title IX policies, to the extent applicable with sanctions including possible suspension or expulsion from Naropa. Furthermore, Naropa reserves the right to pursue separate sanctions against offenders under Naropa’s applicable policies and procedures, including Naropa’s Title IX policies, to the extent applicable, in the event that the student is permitted to continue as a student at Naropa.

Examples of student behavior while on the study abroad that may lead to immediate administrative action by Naropa, include, but are not limited to, illegal drug use, use of alcohol in violation of the rules of RUB or the laws of Bhutan, failure to attend classes and/or other required academic activities, hitchhiking, unauthorized absence from the study abroad program, unauthorized changes in housing, arrest for infractions of local laws, and violations of other Naropa or RUB policies. Any dismissed student must return to the U.S. immediately after the dismissal and must pay any transportation expenses thus incurred.
Students participating in the Bhutan Study Abroad program are subject to the same Naropa academic policies as students participating in Naropa’s residential programs. For a complete list of Naropa’s academic policies, please visit Naropa’s Course Catalog.

Registration

Students participating in Naropa’s Bhutan Study Abroad program must choose on which RUB campus they’d like to study. After that determination has been made, students choose two classes from those classes that have been designated as available to participants in Naropa’s Bhutan Study Abroad program. Students must send their course selection to Naropa’s study abroad administrator by October 30.

All BSA students will be authorized to register for the two RUB courses of their choice, as well as the following Naropa courses:

- BSA325  Traditional Culture and Contemporary Issues of Bhutan
- BSA335  Contemplative Studies and Intercultural Experience (this course will continue throughout the semester)
- BSA350  Guided Independent Research: Bhutan (this course will continue throughout the semester)

After authorizations for registration have been added, Naropa students will register themselves for classes via Naropa’s student portal, MyNaropa. Students visiting from other universities will automatically be registered for their BSA courses.

Drops and withdrawals

Students can drop the Bhutan Study Abroad program for a full refund of tuition until December 1. Student fees will not be refunded. After December 1, students can withdraw themselves from courses until February 1 but no refund of tuition or course fees will be given.

Grades

Naropa’s in-country faculty member for the Bhutan Study Abroad program will assign grades for the three Naropa courses by July 1. For the two RUB courses, transcripts will be sent from RUB to Naropa’s registrar and the grades will then be recorded on the student’s Naropa transcript. The process for recording RUB grades may take up to two months after the end of the semester. Visiting students must request a copy of their Naropa transcript from the National Student Clearinghouse (nationalstudentclearinghouse.org/).

Course participation

Students participating in the Bhutan Study Abroad program are required to fully participate in the initial three-week orientation. Additionally, students are required to attend each and every class at the Royal University of Bhutan unless prevented from doing so by illness. Failure to participate fully in course work while participating in this study abroad program could lead to dismissal from the program.
POLICIES

GENERAL

In-Country Travel
Due to travel restrictions mandated by the government of Bhutan, students are not allowed to travel freely around the country on weekends and holidays. Students are expected to stay on campus and/or in villages near campus. Any questions about areas of acceptable travel should be taken to the RUB International Student Advisor and Naropa’s in-country faculty member.

No motor vehicles may be owned or operated by any student participating in a Naropa study abroad program. Additionally, it is Naropa’s policy that students participating in a study abroad program may not, under any circumstances, ride on a motorcycle while in a host country.

Violation of any travel policies could be grounds for automatic dismissal from the Bhutan Study Abroad program.

Visitors
Because of the rigorous academic nature of this Bhutan Study Abroad program, having family or friends visit during the study abroad experience is not recommended. However, if visitors are expected, please remember that family of Naropa’s Bhutan Study Abroad program will receive no special privileges as visitors to Bhutan and will be subject to the same tourist regulations and fees as other visitors to Bhutan. All tourists traveling to Bhutan must have a visa and must arrange their trip through a licensed Bhutanese tour agency or one of their international partners.

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, student e-mail addresses, telephone number(s), photograph, 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.

Students participating in the Bhutan Study Abroad program who wish to allow Naropa staff to speak with parents must fill out a FERPA waiver prior to departure. Without a FERPA waiver in place, Naropa staff or faculty cannot speak to your parent about you, except in cases of emergency or as outlined on the next page of this handbook.
**Parental Notification Policy**

Naropa University ("Naropa") has the authority, and reserves the right, to notify parents or guardians in the following circumstances and conditions:

**Emergencies:** Naropa reserves the right to notify parents or guardians, regardless of a student’s age, in health and safety emergencies, or when the health or well-being of a student or others is or may be at risk, in accordance with the FERPA Act, discussed in Appendix D.

**Substance Abuse:** Naropa reserves the right to inform parents or guardians of student conduct when the student has violated any Federal, State, or local law, or Naropa policy related to the use or possession of alcohol or another controlled substance, and the student is under age 21.

Whenever possible, students will be informed that a parental notification is planned so that they have an opportunity to discuss the issue with their parents directly.

If a parent contacts Naropa with concerns regarding his/her student’s safety, health, or well-being, Naropa staff are obligated to follow up on the report with staff members on-site as well as the student. If a parent expresses or shares a complaint relayed by the student participant, Naropa staff will contact the student and encourage him/her to contact their in-country faculty director, the Naropa dean of students or other appropriate Naropa personnel. Absent a health or safety emergency, even if a parent contacts Naropa with concerns regarding his/her student, Naropa may not disclose educational records or other information protected by FERPA without a student’s permission.
POLICIES

GENDER DISCRIMINATION, SEXUAL HARASSMENT, AND SEXUAL ASSAULT

Naropa University does not tolerate acts of sexual harassment, assault, exploitation, or gender discrimination. These are both illegal and in violation of Naropa’s code of conduct. An individual who engages in any of these behaviors are subject to disciplinary action by the administration.

Students studying abroad must abide by U.S. laws, as well as by the laws and regulation of the host country. Sexual harassment, assault, exploitation, or gender discrimination, as defined below, are never tolerated by members of the Naropa community. However, please note that Naropa does not have control over the citizens of Bhutan and cannot necessarily prevent harassment towards students in situations where it may be considered culturally acceptable.

Gender Discrimination
Gender discrimination occurs when an individual suffers an adverse consequence, such as failure to be hired or promoted, denial of admission to an academic program, lack of academic reward or advancement, etc., on the basis of her/his gender. Gender discrimination also includes sexual assault or sexual harassment.

Sexual Assault
Sexual assault includes, but is not limited to, nonconsensual sexual touching, nonconsensual sexual intercourse, and/or sexual exploitation.

Sexual Exploitation
When an individual takes nonconsensual or abusive sexual advantage of another for that individual’s own benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of the other Sexual Assault offenses. Examples of sexual exploitation include, but are not limited to:

a. Invasion of sexual privacy,
b. Prostituting anyone,
c. Nonconsensual photography, video- or audio-taping of sexual activity,
d. Going beyond the boundaries of consent (i.e. allowing others to watch you having consensual sex without the knowledge and consent of your partner),
e. Engaging in voyeurism,
f. Knowingly transmitting an STD or HIV to another,
g. Exposing one’s genitals in nonconsensual circumstances,
h. Inducing another to expose their genitals;
i. Domestic violence;
j. Dating violence;
k. Sexually based stalking and/or bullying.

Sexual Harassment
Interaction between individuals of the same or opposite sex that is characterized by unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment, living conditions, and/or educational evaluation; (2) submission to or rejection of such conduct by an individual is used as the basis for tangible employment or educational decisions affecting such individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile, or offensive working or educational environment.
Students, faculty, or staff found, after an investigation, to have engaged in an act of sexual harassment, assault, exploitation, or gender discrimination will be promptly disciplined. Sanctions for such behavior include, if circumstances warrant, suspension or expulsion for students and termination for faculty and staff.


If a member of the Bhutan Study Abroad group experiences sexual harassment, assault, exploitation, or gender discrimination, s/he is strongly encouraged to report the incident to Naropa’s in-country faculty member. Please be aware that any reported incidents must be reported by the faculty to Naropa’s Title IX Coordinator.
APPENDIX A
NAROPA COURSE SYLLABI

NAROPA UNIVERSITY
TRADITIONAL CULTURE AND CONTEMPORARY ISSUES OF BHUTAN
SPRING 2015

Course Number and Section: BSA325

Course Title: Traditional Culture and Contemporary Issues of Bhutan

Credit Hours: 3

Name of Instructors: Dr. Anne Z. Parker, Tandin Gyeltshen, and Tenzin Jyamtso

Instructor’s Office Hours & Office Location: Your Naropa and Royal University faculty members will be traveling with you during the entire three-week period of this course.

Day, Time, and Location of Class: [See schedules at end of syllabus]

Dates of Class: This class takes place during three-week in-country orientation

Locations: Paro College of Education (PCE), College of Natural Resources (CNR), and Institute of Language and Cultural Studies (ILCS)

Methods of Instruction: Teaching methods will include Lectures 30%, Experiential components 30%, Field trips 30%, and Teamwork 10%

Course Description: This course is designed to introduce students to historical and contemporary Bhutanese culture, including Geography, History, Politics, Ethnography, Religions and Cultural values, both ancient and modern. This course seeks to locate students’ understanding within the Bhutanese view of their world through the lens of Gross National Happiness. Students will feel competent and prepared in essential aspects of daily life in Bhutan.

Student Learning Outcomes:

• Students will be able to describe key elements of the cultural heritage and customs of Bhutan and navigate within that context in daily life.
• Students will be aware of and tracking contemporary life and issues of modern Bhutan.
• Students will understand key aspects of religious and spiritual identity of Bhutanese culture.
• Students will be able to describe and be attentive to the diverse ethnography of Bhutan.
• Students will be aware of Gross National Happiness (GNH) and sustainability and be able to actively use these perspectives for understanding life in Bhutan and internationally.
Bhutan Study Abroad Program Goals

Bhutan Program Goals emphasized in this course:
NU-RUB Overseas Program Goals

Intellectual
1. Students will understand cultural values including personal, regional, and global influences and perspectives.
2. Students will understand the culture, history, and arts of Bhutan, and their Himalayan regional context.

Awareness
1. Students will be able to reflect on diverse views, moving from an ethnocentric to a multicultural perspective.
2. Students will develop interpersonal skills in working with relationships and cross cultural settings.

Embodiment
1. Students will develop skill in inner/sensory knowing of the body’s response as a key to transform cultural judgment.
2. Students will be able to embody the practice of being broadminded, well-informed, and compassionate global citizens.

Required Text

Required Readings found on Flash Drive
UN WB United Nations (2012) High Level Meeting on Well Being and Happiness Defining a New Economic Paradigm, hosted by the Royal Government of the Kingdom of Bhutan, United Nations NYC.

Recommended Texts/Sources
Journal of Bhutan Studies.

Course Requirements and Grading Policy
Participation in all course components (25%), Reflection papers (25%), Reading notes (10%), Team research and presentation at a field trip site (15%), Final Paper and Final Paper Presentation on one key current issue in Bhutan (20%)

Policies regarding late or incomplete work: Grade on assignments will be lowered by one grade (i.e. a B to a B-) if late.

Attendance Policy: two class absences lowers the grade by 5% and subsequent absences by 5% each. Tardiness policy 3 tardys = absence.
Participation in all course components (25%)
Students are expected to attend all class components: lectures, experiential sessions, and field trips.

25 points: Student participates actively and shows evidence of having done all readings
20 points: Student participates adequately and shows evidence of having done most readings
15 points: Student participates weakly and shows evidence of having done most readings
10 points: Student participation poor and shows evidence of having done few readings
0 points: Student attendance inadequate and shows no evidence of having done readings

Reflection papers (25%)
Reflection papers will include student responses to the readings and a minimum of three direct quotes at the end of the paper preferably not ones used in the body of the paper. Be prepared to discuss the quotes.

25 points: Student completes each reflection paper with excellent written skills, clear integration of readings and experiential learning.
20 points: Students complete each reflection paper with adequate written skills, integration of readings and experiential learning.
10 points: Student completes most of the reflection papers, some integration of readings and experiential learning.
0 points: Student does not complete papers

Reading Notes (10%)
Students will take notes on all the readings and be prepared to discuss in class. They will also bring 2–3 key questions or topics to pose to the class from each reading.

10% Student creates and uses notes to actively participate in class discussions including bringing 2–3 questions or topics to discuss each day
5% Student is fairly consistent in taking notes and brings some questions or topics to class
0% Student does not fulfill this work assignment

Team research and presentation at a field trip site (15%)
15 points: Student collaborates with team, selects a relevant topic, does research, and presents it effectively at the field trip site
10 points: Student collaborates with team, selects a fairly adequate topic, does research, and presents it at the field trip site
0 points: Student does not research or present

Final Paper and Presentation on one key current issue in Bhutan (20%)
30 points: Student selects an effective topic, completes all required research and writing components on their topic, and presents the topic effectively.
20 points: Student selects an adequate topic, completes all required research and writing components on their topic, and presents the topic adequately.
10 points: Student selects an adequate topic, completes most required research and writing components on their topic, and presents the topic with nominal effectiveness
0 points: Student does not complete this assignment.
**Assignment Guidelines**

**Reflection Papers:** Student will integrate the readings, lectures, and experiential aspects of the class relevant to the topic of the paper into a short essay about what they have understood and learned. Source citations, quotes from conversations and/or lectures may be used in addition to the minimum of three direct quotes at the end of the paper that the students are asked to be prepared to discuss. The reflection papers will be minimum of two pages in length.

**Field Trip Reports:** Student will work in teams to present a short team talk on a topic relevant to the field trip. Students can use conversations with Bhutanese colleagues, books, articles, and websites to source the information that they will present.

**Final Paper:** Final papers will be 10 pages long in MLA format. Students will select and research a topic on a current issue in Bhutan to write about and present to the group. Students will use at least one book source in addition to a minimum of three online sources.

**Course Outline**

*Three-Week Course (21 days)*

| DAY 1 | JAN 18 | Class Theme: Orientation Activities  
Experiential Component: purchase Kira and Gho, learn to dress | Homework and Readings:  
*Please read before arriving in Bhutan*  
READ on Flash Drive:  
TTD Introduction and Chapter 1 (pp 1–38)  
BHMK Fabric and Cloth (pp 45–46)  
BHMK Customs and etiquette (pp 286–289)  
SI begin & complete it by Day 10 |
|-------|--------|---------------------------------------------------------------------|------------------------------------------------------------------|
| DAY 2 | JAN 19 | Class Theme: Introduction to GNH  
Experiential Component: visit Paro Dzong in Bhutanese clothing and Discussion with local officials on GNH in daily life | Homework and Readings:  
READ on Flash Drive:  
“GNH – FAQs”  
BWK Chapter 5  
BWK Chapter 32 |
| DAY 3 | JAN 20 | Class Theme: Environmental Conservation Land and People  
Experiential Component: visit to a local farm and fields, dialogue with farm family | Homework and Readings:  
TEAM #1 prepare presentations on field trip topic  
READ on Flash Drive:  
BWK Chapter 18  
TTD Chapter 5  
BHMK Geography and Flora and Fauna (pp 51–60) |
| DAY 4 | JAN 21 | **Field Trip** Pilgrimage to Taksang  
TEAM #1 presentation on field trip topic | Homework and Readings:  
READ on Flash Drive:  
BWK Chapter 21  
“When the Ice Melts” |
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Location</th>
<th>Class Theme:</th>
<th>Experiential Component:</th>
<th>Homework and Readings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>DAY 5</td>
<td>JAN 22</td>
<td>PCE</td>
<td>Environmental Conservation - Perspectives</td>
<td>Visit GNH Center in Thimphu and School of Traditional Medicine etc.</td>
<td>Time to think about your final paper topic</td>
</tr>
<tr>
<td>DAY 6</td>
<td>JAN 23</td>
<td>PCE</td>
<td>Cultural Values</td>
<td>Visit Kichu Lhakhang and National History Museum</td>
<td>Reflection Paper #1 TTD Chapter II BWK Chapter 15 BBB Chapter 2 TCOS Chapter 5 TEAM #2 on Bhutan’s Environment READ on Flash Drive: Prepare field trip topic presentation</td>
</tr>
<tr>
<td>DAY 7</td>
<td>JAN 24</td>
<td>CNR</td>
<td>The Land</td>
<td>Drive to CNR and observe and discuss landscape along the way</td>
<td>Reflect on and begin research on final paper topic</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Campus Tour and settle in</td>
<td></td>
</tr>
<tr>
<td>DAY 8</td>
<td>JAN 25</td>
<td>CNR</td>
<td>Field Trip to Punaka Dzong</td>
<td>TEAM #2 presentation on field trip topic</td>
<td>SI Complete reading this book</td>
</tr>
<tr>
<td>DAY 9</td>
<td>JAN 26</td>
<td>CNR</td>
<td>Day off</td>
<td></td>
<td>Hikes, visit town, or rest</td>
</tr>
<tr>
<td>DAY 10</td>
<td>JAN 27</td>
<td>CNR</td>
<td>Cultural Values Diversity</td>
<td>Meet with citizens or students of different backgrounds and share stories/views</td>
<td>Submit: topic for final paper and begin research READ on Flash Drive: “One of a Kind: Bhutan and the Modernity Challenge” TEAM #3 prepare presentations on field trip</td>
</tr>
<tr>
<td>DAY 11</td>
<td>JAN 28</td>
<td>CNR</td>
<td>Cultural Values Buddhist Traditions and Heritage of Bhutan</td>
<td>Field Trip to a Chimay Lhakang and also a Monastery with sitting practice/guest talk and visit with local Monk body</td>
<td>READ on Flash Drive: BHMK Religion (pp 99–104) DG Engaging Buddhist Art (pp 36–41)</td>
</tr>
</tbody>
</table>
| DAY 12 | JAN 29 | ILCS | Drive to ILCS Campus Tour | Homework and Readings:  
Due Reflection Paper #2 on Bhutan’s Cultural Context  
READ on Flash Drive:  
DG The Art of Bhutan pp 42–57 |
|---|---|---|---|---|
| DAY 13 | JAN 30 | ILCS | Class Theme:  
Introduction to Art Forms  
Experiential Component:  
Meet artists, experience their work | Homework and Readings:  
READ on Flash Drive:  
BWK Chapter 27 “Urbanization in Bhutan” |
| DAY 14 | JAN 31 | ILCS | Class Theme:  
Sustainable Development  
Experiential Component:  
guest panel about sustainability issues within national context with local government, business, and other voices | Homework and Readings:  
READ on Flash Drive:  
“Avoiding the Limits to Growth” |
| DAY 15 | FEB 1 | ILCS | Retreat on campus | |
| DAY 16 | FEB 2 | ILCS | Retreat on campus | |
| DAY 17 | FEB 3 | ILCS | Retreat on campus | |
| DAY 18 | FEB 4 | ILCS | Class Theme:  
Good Governance  
Experiential Component:  
a conversation about current political structures in Bhutan with local community members or students | Homework and Readings:  
Due: Reflection Paper #3 on Bhutan’s Sustainable Development  
READ on Flash Drive:  
“Bhutan Border and Bliss”  
Prepare final papers and presentations |
| DAY 19 | FEB 5 | ILCS | Class Theme:  
Integration  
Experiential Component:  
Day Trip to Bhuntang | |
| DAY 20 | FEB 6 | ILCS | Class Theme:  
Celebration of Learning and Cultural Preparation  
Experiential Component:  
Student Presentations of Final Papers | Final papers due |
## Class Day Schedule
*(Note any given day may vary due to experiential components, travel, or other teaching methods)*

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>7:30 a.m.</td>
<td>Breakfast</td>
</tr>
<tr>
<td>8:30–9:00 a.m.</td>
<td>Meditation</td>
</tr>
<tr>
<td>9:00–10:00 a.m.</td>
<td>Contemplative Studies and Intercultural Awareness</td>
</tr>
<tr>
<td>10:00–10:30 a.m.</td>
<td>Tea</td>
</tr>
<tr>
<td>10:30 a.m.–12:15 p.m.</td>
<td>Traditional Culture and Contemporary Issues</td>
</tr>
<tr>
<td>12:30–2:00 p.m.</td>
<td>Lunch</td>
</tr>
<tr>
<td>2:00–4:00 p.m.</td>
<td>Traditional Culture and Contemporary Issues: experimental component</td>
</tr>
<tr>
<td>4:00–4:30 p.m.</td>
<td>Tea</td>
</tr>
<tr>
<td>4:30–5:30 p.m.</td>
<td>Dzongkha Language</td>
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<td></td>
<td>[Dzongkha three days/week, other days student life/risk management training and Independent Study trainings]</td>
</tr>
<tr>
<td>5:30–6:00 p.m.</td>
<td>Meditation</td>
</tr>
<tr>
<td>6:15 p.m.</td>
<td>Dinner</td>
</tr>
<tr>
<td>7:30 p.m.</td>
<td>Evening Activities—study time, movies, social events</td>
</tr>
</tbody>
</table>

## Accommodations for Disabilities
Naropa University will provide accommodations for qualified students with disabilities. To request an accommodation, or to discuss any learning needs you may have, contact the coordinator of disability services. Her office is located in the Student Affairs Department in the Administration Building on the Arapahoe Campus. You may contact Jackie Chavarria at jchavarria@naropa.edu. Note that the Royal University of Bhutan follows its own national standards and is not required to meet American ADA laws or specifications.

### Other Needs:
If you have any other needs that may require accommodations (special arrangements) or if you will miss a class because of a religious holiday, please notify the instructors for this course.

## Expectations of Student Decorum
- Students are required to wear full traditional Bhutanese dress during all university course work and when visiting National sites, monasteries, government offices, etc.
- Use of cell phones and the internet during classes is not permitted.

All Royal University of Bhutan student decorum requirements must be followed. Please refer to the code of conduct on your flash drive.
NAROPA UNIVERSITY
CONTEMPLATIVE INTERCULTURAL STUDIES
SPRING 2015

Course Number and Section: BSA335

Course Title: Contemplative Intercultural Studies

Credit Hours: 3

Name of Instructor: Anne Z. Parker, PhD

Instructor’s Office Hours & Office Location: Your Naropa faculty member will be available to you via phone and email for weekly appointments and other times as needed. They will also spend a month or more at your campus and be available for group and individual meetings, as well as during the in-country orientation, the midterm meeting, and the final gathering.

Day, Time and Location of Class (See schedules at end of syllabus)

Dates of Class Semester long course

Methods of Instruction: The course will be comprised of lecture (20%), experiential contemplative practice (25%), small group discussion (15%), field trips (10%), and distance learning (30%).

Course Description: This course is an introduction to contemplative intercultural practice, exploring the interface between meditation practice and cross-cultural experience, and how they creatively inform each other in interpersonal and international settings. We will explore and train in a variety of contemplative practices, including the sitting practice of mindfulness/awareness meditation. In the context of cross-cultural experience, we explore the many ways—both obvious and subtle—in which fixed beliefs and schemas create suffering and confusion in our lives. The course trains students to cultivate openheartedness, inner tranquility, insight, cultural awareness, and loving-kindness as the essential ground for working effectively with their own challenges within cross-cultural experiences. Students will be encouraged to transcend habitual responses and generalizations in order to cultivate deeper levels of compassion and global understanding. Students will gain competence in intercultural settings.

Supplementary Course Description: This course will span the entire study abroad term. Students will be introduced to contemplative practice and study, including daily meditation practice, lecture and discussion during the three week in-country orientation, which will include field trips and a three-day meditation retreat. Students will proceed with their contemplative practices and assignments while at their respective campuses in a distance-learning format. Students’ practice will be supported by weekly conference calls with the course instructor. Midsemester, students will gather together at College of Natural Resources to present their contemplative intercultural research and personal journeys during a two-day session. The course will then culminate in a three-day session during which students will gather at Paro College of Education to present their final work.

Student Learning Outcomes:

• Students will be able to describe and experientially understand the principles of contemplative practice that support their cross-cultural experiences.
• Students will become proficient in the technique of Shamatha/Vipashyana meditation.
• Students will be able to describe and experientially understand the principles of meditation in action, unconditional friendliness towards oneself, and compassionate relationship in the context of intercultural experiences in Bhutan.
• Students will be able to describe how their experience in Bhutan has affected their ability to self-reflect, use critical intelligence, and express cross-cultural knowledge and understanding from a contemplative perspective.
• Students will be able to apply intercultural communication skills in any setting—local or global.
Bhutan Study Abroad Program Goals

Intellectual
Students will understand cultural values including personal, regional, and global influences and perspectives.

Awareness
Students will be able to reflect on diverse views, moving from an ethnocentric to a multicultural perspective.
Student will understand and be able to use contemplative practices, including meditation, deep listening, holding complex realities, and being responsible for their own state of mind as an effective tool in intercultural work.
Students will develop interpersonal skills in working with relationships and cross-cultural settings.

Embodiment
Students will develop skill in inner/sensory knowing of the body’s response as a key to transform cultural judgment.
Students will be able to embody the practice of being broadminded, well-informed, and compassionate global citizens.
Student will become lifelong multicultural learners, thinkers, and communicators.

Required Texts
*By the mid-term session read chapters 1–11. By the final session read chapters 12–22.

Mandatory Readings found on Flash Drive
MF Section I
MF Section II
WNE CH3 Finding Our Own True Nature
WNE CH4 Precision, Gentleness, and Letting Go

EReserves on ELearning: In Bhutan your readings are all on the flash drive. As a backup when internet is working you can access your online sourcebook directly through the ELearning platform of your class. Weekly downloadable readings are located in the Online Sourcebook Tab and links to internet sources are located in the Web Resources tab. It is expected that students will check both tabs on a weekly basis in order to access assigned readings.

Recommended Books
Recommended Readings, Chapters & Articles on Flash Drive:

AH – Chapter 1–3
EZ: “A Bigger Container”
EZ: “Opening Pandora’s Box”
EZ: “Practicing with Relationships”
EZ: “The Joy of BeingFully Present”
EZ: “The Reward of Practice”
MF: Section III
SBW: “An Approach to Meditation”
SBW: “Mind: The Open Secret”
SBW: “Natural Dharma”
TMA: “How to Gather a Scattered Mind”
TMA: “Mindfulness and Awareness”
TMA: “Peaceful Abiding”
TMA: “The Joy of Being Human”
TMA: “Wisdom and Emptiness”
WNE: “No Such Thing as a True Story”
WNE: “Sticking to One Boat”

Course Requirements
1. Attendance and participation at all classes of orientation, midterm session, and final session, as well as participation in distance-learning assignments, including weekly phone calls with instructor.
2. Minimum of one hour contemplative practice per week.
3. Completion of reading assignments as listed in the course outline below.
4. Reflection papers: 2–3 pages integrating reading, lectures, and one’s experience, sent via email.
5. Completion of Midterm Presentation/Warrior’s Exam, final paper, and presentation.

Reflection Paper Guidelines
After completing your weekly readings and contemplative practice in daily life, write your reflection paper, including both your intellectual and experiential understanding of the material. You may want to take notes of your experience throughout the week to support your paper writing. You are encouraged to integrate your own life experience with the material from the teachings. Include direct quotes from the readings that support your integration of the material. Citation format: you may choose to cite in MLA, Chicago, or APA format.
Grade Evaluation Criteria

Fulfillment of Meditation Practice Requirements 20%
Attendance and Participation (Class and Discussion Group) 20%
Reflection Papers (8) 24%
Midterm Presentation / Warrior’s Exam 16%
Final Presentation and Paper 20%

Grade Breakdown:
A: 93–100%  A-: 90–92%  B+: 87–89%  B: 83–86%  B-: 80–82%  C+: 77–79%
C: 73–76%  C-: 70–72%  D+: 67–69%  D: 63–66%  D-: 60–62%  F: 59%–below

Attendance Policy
Attendance at all lectures and meditation sessions is mandatory. Each absence will result in 1.25 points being deducted from your final grade. More than four absences will result in a reduction of your grade by a letter grade (e.g., from an A- to a B+). If you are going to be absent, it is required that you contact the instructor. Absences may be made up through additional course work as assigned by instructor; this is offered only in case of illness or major emergency.

Online Sourcebook
Password: mindfulness

Course Schedule
(Reading assignments are due the day they are listed.)

<table>
<thead>
<tr>
<th>DAY</th>
<th>DATE</th>
<th>TIME</th>
<th>Activity</th>
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</table>
| 1   | JAN 18 | PCE | **Introduction to the Course**  
Orientation activities including: Walk in town; Purchase Kira and Gho; Learn to dress! |
| 2   | JAN 19 | PCE | **Introduction to Mindfulness Practice and Three Levels of the Course** |
| 3   | JAN 20 | PCE | **Happiness and Reality: Intro to Interpersonal Level**  
H CH1 Talking About Happiness  
SSPW CH1&2: Creating an Enlightened Society; Discovering Basic Goodness |
| 4   | JAN 21 | PCE | **Field Trip to Taksang** |
| 5   | JAN 22 | PCE | **Intro to Intercultural Level**  
H CH2 Is Happiness the Purpose of Life?  
H Assignment: Exercise p. 32 |
| 6   | JAN 23 | PCE | **The Three Marks of Existence (Ego); Intro to Global Level: Intercultural Community** |

<table>
<thead>
<tr>
<th>H Forward &amp; Introduction</th>
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</thead>
<tbody>
<tr>
<td>WNE CH3 Finding Our Own True Nature</td>
</tr>
<tr>
<td>WNE CH4 Precision, Gentleness and Letting Go</td>
</tr>
<tr>
<td>SSPW CH1&amp;2: Creating an Enlightened Society; Discovering Basic Goodness</td>
</tr>
<tr>
<td>MF Section 1</td>
</tr>
</tbody>
</table>

<p>| 46 | BHUTAN STUDENT HANDBOOK |</p>
<table>
<thead>
<tr>
<th>DAY</th>
<th>DATE</th>
<th>TYPE</th>
<th>ACTIVITY</th>
<th>KEY</th>
<th>ASSIGNMENT</th>
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</thead>
</table>
| 7     | JAN 24| CNR  | Drive to CNR                                                            |     | H CH3 A Two Way Mirror
|       |       |      |                                                                          |     | H Assignment: Exercise p.39 |
| 8     | JAN 25| CNR  | Field Trip to Punaka Dzong                                              |     | H CH4 False Friends |
| 9     | JAN 26| CNR  | Day off                                                                 |     |             |
| 10    | JAN 27| CNR  | Prepare Questions for Monks                                             |     | H CH5 Is Happiness Possible |
| 11    | JAN 28| CNR  | Field Trip: Local Dzong and Monastery                                   |     | H Assignment: Exercise p. 57 |
| 12    | JAN 29| ILCS | Drive to ILCS                                                            |     | H CH6 The Alchemy of Suffering
|       |       |      |                                                                          |     | H Assignment: Exercise p.74 |
| 13    | JAN 30| ILCS | The Three Marks (Suffering & Impermanence)                               |     | H Assignment: Exercises pp. 74–79 |
| 14    | JAN 31| ILCS | The Six Realms
Discussion of three levels of the course and preparation for the rest of the semester |     | MF Section II |
| 15    | FEB 1 | ILCS | Retreat Day 1: Shamatha / Vipassana Walking Meditation                   |     |             |
| 16    | FEB 2 | ILCS | Retreat Day 2: Maitri
Maitri and Loving-Kindness Practice
Functional Talking |     | H Assignment: Exercises pp 75–79 |
| 17    | FEB 3 | ILCS | Retreat Day 3: Authentic Presence
Exploring sense perceptions and presence |     | H Assignment: Exercises pp 236 & 238 |
| 18    | FEB 4 | ILCS | Meditation in Action: Interfacing with the Cultural of Bhutan
Exploring the three levels and preparation for rest of semester |     |             |
| 19    | FEB 5 | ILCS | Pilgrimage to Local Sacred Site                                          |     |             |
| 20    | FEB 6 | ILCS | Student Presentations;
Celebratory Dinner                                                            |     |             |
Class Day Schedule
(Note that any given day may vary due to travel, experiential components, or other teaching methods. For the first nine days there will be significant variation in the schedule due to driving time between campuses or to other sites.)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>7:30 a.m.</td>
<td>Breakfast</td>
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<tr>
<td>8:30–9:00 a.m.</td>
<td>Meditation</td>
</tr>
<tr>
<td>9:00–10:00 a.m.</td>
<td>Contemplative Class</td>
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<tr>
<td>10:00 a.m.–10:30 a.m.</td>
<td>Tea</td>
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<tr>
<td>10:30–12:15 p.m.</td>
<td>TCCI Class</td>
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<tr>
<td>12:30–2:00 p.m.</td>
<td>Lunch</td>
</tr>
<tr>
<td>2:00–3:00 p.m.</td>
<td>Dzongkha</td>
</tr>
<tr>
<td>3:00–3:30 p.m.</td>
<td>Tea</td>
</tr>
<tr>
<td>3:30–5:30 p.m.</td>
<td>TCCI Class (experiential component)</td>
</tr>
<tr>
<td>6:00–6:15 p.m.</td>
<td>Meditation</td>
</tr>
<tr>
<td>6:30 p.m.</td>
<td>Dinner</td>
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</tbody>
</table>

Evening Activities: (Independent Study training, team meetings, research and writing time, movies, cooking instruction and practice, social events, dancing, etc.)

On-Campus Practice and Study Schedule:
Readings and Reflection Paper Topics

<table>
<thead>
<tr>
<th>WEEK</th>
<th>READINGS &amp; ASSIGNMENTS</th>
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<tbody>
<tr>
<td>Week 1 • Feb 9–13</td>
<td>H CH8 When Our Thoughts Become Our Worst Enemy</td>
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<tr>
<td></td>
<td>H Assignment: Exercise p.103 or 104</td>
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<tr>
<td></td>
<td>BC Introduction; The Paradox of Culture</td>
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<tr>
<td>Week 2 • Feb 16–20</td>
<td>H CH9 When Our Thoughts Become Our Worst Enemy</td>
</tr>
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<td></td>
<td>H Assignment: Exercise p.118</td>
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<td></td>
<td>BC Hidden Culture; Rhythm and Body Movement</td>
</tr>
<tr>
<td>Week 3 • Feb 23–27</td>
<td>H CH10 Disturbing Emotions</td>
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<td></td>
<td>H Assignment Exercise p.132</td>
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<td></td>
<td>BC Context and Meaning; Contexts, High and Low</td>
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<td></td>
<td>BC Why Context?; Situation-Culture’s Building Blocks</td>
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<tr>
<td>Week 4 • March 2–6</td>
<td>H CH11 Desire</td>
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<td></td>
<td>BC Action Chains; Covert Culture and Action Chains</td>
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<td></td>
<td>BC Imagery and Memory; Cultural and Primate Bases of Education</td>
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<tr>
<td>Week 5 • March 9–13</td>
<td>H CH12 Hatred</td>
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<td>H CH13 Envy</td>
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<tr>
<td></td>
<td>BC Culture as an Irrational Force; Culture as Identification</td>
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<tr>
<td>Week 6 • March 16–20</td>
<td>IC Opening the Conversation</td>
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<tr>
<td>Week 7 • March 23–27</td>
<td><strong>No readings • Midterm gathering</strong></td>
</tr>
<tr>
<td>Week 8 • March 30–April 3</td>
<td>H CH14 The great Leap to Freedom</td>
</tr>
<tr>
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<td>IC Globalizing Body Politics</td>
</tr>
<tr>
<td>Week 9 • April 6–19</td>
<td>H CH15 A Sociology of Happiness</td>
</tr>
<tr>
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<td>IC Understating the Context of Globalization</td>
</tr>
<tr>
<td>Week 10 • April 13–17</td>
<td>H CH16 Happiness is in the Lab</td>
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<tr>
<td>Week 11 • April 20–24</td>
<td>H CH17 Happiness; Altruism: Does Happiness Make Us Kind or Does Being Kind Make Us Happy?</td>
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<td>IC Crossing Borders and Jamming Media</td>
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<tr>
<td>Week 12 • April 27–May 1</td>
<td>H CH18 Happiness and Humility</td>
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<td>H CH19 Optimism, Pessimism, and Naivete</td>
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<td></td>
<td>IC Privileging Relationships</td>
</tr>
<tr>
<td>Week 13 • May 4–8</td>
<td>H CH20 Golden Time, Leaden Time, Wasted Time</td>
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<td>H CH21 One With the Flow of Time</td>
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<td>H Assignment: Exercise pg.225</td>
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<td></td>
<td>IC The Culture of Capitalism; Negotiating Intercultural Conflict and Social Justice</td>
</tr>
<tr>
<td>Week 14 • May 11–15</td>
<td>H CH22 Ethics and the Science of Happiness</td>
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<td></td>
<td>H CH23 Happiness and the Presence of Death</td>
</tr>
<tr>
<td></td>
<td>IC Engaging Intercultural Communication for Social Justice</td>
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<tr>
<td>Week 15 • May 18–22</td>
<td><strong>No readings</strong></td>
</tr>
<tr>
<td>Week 16 • May 25–29</td>
<td><strong>No readings/Last week of this class</strong></td>
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<tr>
<td>Week 17 • June 1–5</td>
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<tr>
<td>Week 18 • June 7–10</td>
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</tbody>
</table>

**Expectations of Student Decorum**

Students are required to wear full traditional Bhutanese dress during all university course work and when visiting National sites, monasteries, government offices, etc.

Use of cell phones and the internet during classes is not permitted.

All Royal University of Bhutan student decorum requirements must be followed.
Course Number and Section: BSA350

Course Title: Guided Independent Research: Bhutan

Credit Hours: 3

Name of Instructor: Anne Z. Parker

Instructor’s Office Hours & Office Location: Your Naropa faculty member will be in touch with you for a scheduled weekly contact conversation by phone and also available via internet. They will rotate around the campuses spending at least one month on your selected campus, in addition to being available any time if needed by phone and internet.

Day, Time, and Location of Class (See schedule at end of syllabus)

Dates of Class: Semester long course

Methods of Instruction: Teaching methods will include instructions, meetings with faculty, individual phone meetings, and email communication 30%, research and experiential components 70%

Course Description: This course invites students to explore and research a topic about Bhutan - its people, environment, culture and current issues. Students will carry out their independent study project during their semester at the Royal University of Bhutan (RUB) under the guidance of the NU faculty and the designated RUB faculty mentor at their respective campuses. Following the guidelines specified in this syllabus students select a topic, have it approved and carry it to completion in the form of a final paper and formal presentation. Topics may be related to the student’s area of focus or academic discipline in their BA studies.

Supplementary Course Description: IS projects are carried out within the context of the local area of the RUB campus at which the student is studying. All time allocated for research must not interfere with the student’s schedule of RUB courses. Students apply effective research and mindful cross-cultural awareness skills in selecting and carrying out their projects. Attention is paid to cultural appropriateness of the topic and research methods. Note that students are given guidance on project expectations and research methods during the three week in-country orientation. If desired, students may also choose to select their topic prior to arriving in Bhutan and seek pre-approval for the topic and the course equivalent from their university for acceptance within their major. In this case the student must follow the procedures for their university and also send the topic proposal to the NU faculty member for approval as well.

Student Learning Outcomes:
• Students will design and carry out an effective research project.
• Students will develop and apply cross cultural research, interview and observation skills.
• Students will apply professional research report writing and presentation skills.
• Students will apply their contemplative intercultural learning within a real-world setting.
Bhutan Study Abroad Program Goals

Overall Bhutan Program Goals emphasized in this course:

Intellectual
1. Students will understand cultural values, including personal, regional and global influences and perspectives.
2. Students will develop leadership as global citizens—finding a confident voice and an active understanding of their role.

Awareness
1. Students will be able to reflect on diverse views, moving from an ethnocentric to a multicultural perspective.
2. Student will understand and be able to use contemplative practices, including meditation, deep listening, holding complex realities and being responsible for their states of mind, as effective tools in intercultural work.
3. Students will develop interpersonal skills in working with relationships and cross-cultural settings.

Embodiment
1. Students will develop skill in inner/sensory knowing of the body’s response as a key to transform cultural judgment.
2. Students will be able to embody the practice of being broadminded, well-informed and compassionate global citizens.

Course Readings

Required Book

 Required Readings (on Flash Drive)

Other selected articles On Flash Drive
Writing guidelines: MLA guidelines required
www.slideshare.net/matthews/mla-style-guide-290739
www.und.edu/academics/writings-center/_files/docs/mla/format-and-documentation.pdf
A minimum of three books appropriate to your research topic.
A minimum of five or more online sources appropriate to your research topic.

Course Requirements and Grading Policy
Engagement in all course elements including regular email reports to NU Faculty member (25%), Research topic proposal (10%), Paper and presentation at mid-term (15%), Final research paper (40%), and Final presentation (10%). The NU faculty member is responsible for all assessment and grading for all the elements of the Guided Independent Study course.

Attendance Policy
Students must “attend” each weekly phone call with the NU faculty members and the Bi-weekly meeting with their RUB IS faculty mentor. Grade will be decreased if more than two absences.
Course component grading rubrics

Engagement 25%
25 points: Student fulfills every required course element: with excellence: email and phone communication with NU faculty and meetings the RUB faculty mentor is consistent, the proposal and final paper are outstanding and based on clearly spelled out methodology and high quality data collection, and the oral report is effective and articulate.
20 points: Student fulfills every required course element: well: email or phone communication with NU faculty RUB faculty mentor and is consistent, the proposal and final paper are strong and based on spelled out methodology and high quality data collection, and the oral report is effective.
15 points: Student fulfills every required course element adequately: email or phone communication with NU faculty and RUB faculty mentor is consistent, the proposal and final paper are based on spelled out methodology and good data collection, and the oral report is adequately effective.
10 points: Student does not fulfill required course elements: email or phone communication with NU faculty and RUB faculty mentor is inconsistent, the proposal and final paper are based on weak methodology and data collection, and the oral report is minimally effective.
0 points: Student does not fulfill any required course element: and does not complete paper or presentations.

Research Proposal 10%
The research proposal will be a minimum of three pages long and should include your research question, the logic or reason for your topic choice, your proposed methodology, the resources (people, books, situations to observe etc.), a feasibility assessment, a plan and timeline for your study and the books and online sources you plan to draw from.

10 points: The proposal is on a well thought out topic with clearly spelled out methodology and cites at least three potential book sources and a minimum of three online sources that will support the research.
5 points: The proposal is on an inadequately thought out topic with weak methodology and cites fewer than three potential book sources or three online source that will support the research.
0 points: the student does not submit the proposal.

Midterm Paper and Presentation 15%
The midterm paper will be 7–10 pages long in either MLA format. It will include your research topic question and description, methodology, resources, questions or conundrums, and data to date, as well as an outline of steps you plan to complete your study

15 points: the student fulfills all requirements for the midterm paper and gives an articulate oral report on it.
10 points: the student fulfills most of the requirements for the midterm paper and gives an articulate oral report on it.
5 points: the student does not fulfill all requirements for the midterm paper and gives an weak oral report on it.
0 points: the student does not hand in the midterm paper and gives a limited report on it.

Final Paper 40%
The final paper will be 16–20 pages of text plus abstract, bibliography, appendices with research data, and other visual material appropriate to the subject in MLA.

40 points: the student successfully carries out and completes a well thought out research project, writes an articulate, well documented paper using a minimum of 3 book sources and 5 online sources in MLA format and shows demonstrable cultural awareness and significant learning about the Bhutanese context in their research.
30 points: the student successfully carries out and completes an adequately thought out research project, writes an adequately documented paper using a minimum of 3 book sources and 5 online sources in MLA format and shows some cultural awareness and significant learning about the Bhutanese context in their research.
20 points: the student inadequately carries out and completes a poorly thought out research project, writes an weak
paper using a minimum of 2 book sources and 3 online sources in MLA format and shows limited cultural awareness and learning about the Bhutanese context in their research.

10 points: the student partially completes a research project, writes an inadequate paper using fewer than 2 book sources and 3 online sources in, MLA format and shows limited cultural awareness and learning about the Bhutanese context in their research

0 points: the student fails to complete a project and final research paper.

Final Presentation 10%

10 points: the student delivers a well prepared and effective 30-minute presentation on a well-researched topic.

5 points: the student delivers a weak 30-minute presentation on researched topic.

0 points: the student does not present.

Accommodations for Disabilities

Naropa University will provide accommodations for qualified students with disabilities. To request an accommodation, or to discuss any learning needs you may have, contact the coordinator of disability services. Her office is located in the Student Affairs Department in the Administration Building on the Arapahoe Campus. You may contact Jackie Chavarria at jchavarria@naropa.edu. Note that the Royal University of Bhutan follows its own national standards and is not required to meet American ADA laws or specifications.

Other Needs: If you have any other needs that may require accommodations (special arrangements) or if you will miss a class because of a religious holiday, please contact the instructor.

Expectations of Student Decorum

Students are required to wear full traditional Bhutanese dress during all university course work, while conducting research, and when visiting National sites, monasteries, government offices, etc.

Use of cell phones and the internet during classes is not permitted.

Students must fulfill all Royal University of Bhutan decorum requirements and follow the RUB Code of Conduct.

Weekly Email Report to NU Faculty

Students will be submitting weekly emails to their Naropa University faculty member that reflect their learning, as well as questions for individual project clarification and for group discussion at the midterm session.

Students will read the weekly assigned chapters and articles and include in the email 5–10 points from the reading that they think they will find useful in their research work or that need clarification.

Weekly Log/Research Notes

Students will keep a log/journal on their research work. These are for your reference and will not be handed in. They are essential for tracking your work, references, interviews, and insights, as well as the weekly conversations with NU faculty.

Weekly Phone Call with NU Faculty

Students will have a cell phone to call the NU faculty each week. Regular phone meeting times will be set up (or email will be used to set up a time if a different time is needed on occasion). During the call, students will have the opportunity to share their personal experiences and questions, as well as discuss the readings and research work.

Bi-Weekly Meeting with RUB Faculty

Students will meet at least once every two weeks with the RUB faculty IS advisor on their campus to discuss and receive guidance on their research. The IS advisor’s input and advice is needed on every step of the research project: the proposal, the research steps, and the final paper.
COURSE OUTLINE
During Three-Week In-Country Orientation
Lectures on introduction, methodology, and preparation for IS project: Intro to Basic Research Methods, Elements of Organic Research, Participatory Observation, Authentic Research and Learning, and “Decolonializing” Research

Homework:
- Read Introduction of RMB (pp1–3) and briefly scan all chapters.
- Meet with faculty individually to discuss initial ideas.

During First Half of Semester at RUB Campus
Readings, Emails, and Research Design
Note Timing of assignments may be adjusted according to RUB semester timing.

Homework:
WEEK 1:
- Read PART I: Chapters 1 and 2 in RMB.
- Weekly email report and contact with NU faculty.
- Meet with your RUB campus IS advisor.

WEEK 2:
- Read PART I: Chapters 3 and 4 in RMB and Chapter 13 Participant Observation in RMA.
- Weekly email report and contact with NU faculty.
- Seek out local references, books, articles, and other sources on emerging research topic ideas.
- Start and maintain your weekly log/research notes.

WEEK 3:
- Read PART I: Chapters 5 & PART II The main research methods and Chapter 6 in RMB and Chapter 14 Field Notes in RMA.
- Weekly email report and contact with NU faculty.
- Meet with you RUB campus IS advisor to discuss your preliminary proposal to get feedback before emailing it to NU faculty.
- Submit primary project proposal topic and methods by email for approval.

WEEK 4:
- Read PART II Chapters 7&8 in RMB and Read Prefaces and Introduction in MIEN.
- Weekly email report and contact with NU faculty.
- Receive and incorporate NU faculty feedback/approval.

WEEK 5:
- Read PART II Chapter 9 in RMB.
- Weekly email report and contact with NU faculty.
- Meet with your RUB campus IS advisor.
- Design your research methodology.
- Begin preparing mid-session report on research progress.
WEEK 6:
- Read PART II Chapter 10 in RMB.
- Weekly email report and contact with NU faculty.
- Continue preparing mid-session report on research progress.
- Begin preliminary research steps.

WEEK 7:
- Read PART II Chapter 11 in RMB.
- Weekly email report and contact with NU faculty.
- Meet with your RUB campus IS advisor.
- Continue research steps.
- Complete preparation mid-session report on research progress and email to NU faculty.

MID-SESSION GATHERING:
- Bring questions for group discussion on research methods.
- Present your mid-term research report and steps to date.
- Share ideas with fellow students.

During Second Half of Semester at RUB Campus

Homework:
- Continue to engage in weekly phone calls and emails with Naropa faculty and bi-weekly meeting with RUB faculty advisor.
- Continue to seek references: books, articles, and online sources, etc., on your topic.
- Continue to keep a log/journal on your research work.
- Continue the research and action components of your project.
- Prepare and complete final research paper.
- Gather a portfolio, visual materials, tangible art, or practical elements that you want to include in your presentation.
- Read Chapter 4 in MIEN.

The elements of the Naropa University BA curricular ARC addressed in this course:

Curricular ARC:

1. Competency in Contemplative Theory and Practice
Graduates cultivate unbiased awareness and presence of self, insight, and clarity of mind, and compassionate practice. 1A and 1B Milestone level and 1C Introductory Level

2. Skillfulness in Addressing Diversity and Ecological Sustainability
Graduates are able to think critically and analytically about social and cultural diversity; they recognize the interconnectedness of the human community to ecological sustainability and cultivate sustainable practices. 2A Milestone Level and 2B Introductory Level

3. Ability to Employ Multiple Modes of Inquiry, Knowing, and Expression
Graduates are able to think, read, and write analytically and critically; use academic research methodology; utilize library resources and technical media. Graduates understand and are able to employ the contribution of the arts to human inquiry, knowing and expression. 3A Milestone Level, 3B, 3D, and 3E Introductory Level
4. Embody Intra- and Inter-personal Capacities
Graduates are able to effectively communicate as individuals and in collaboration with others through empathetic
listening and inquiry, embodied deep listening and dialogue, and intercultural competency in diverse groups. 4A
Introductory and Milestone Levels and 4B Milestone Level.

5. Demonstrate Knowledge and Skill in a Discipline or Area of Study
Graduates develop a comprehensive understanding of both foundational and advanced concepts and methods in
their area of study; build awareness of contemporary issues; and demonstrate the ability to apply, synthesize, or create
knowledge through a capstone project or paper. 5A Introductory Level

6. Apply Learning in Real-World Settings
Graduates are able and inclined to engage real-world challenges and work ethically and effectively across diverse
communities. 6A Introductory Level
APPENDIX B

NAROPA UNIVERSITY STUDENT CONDUCT POLICIES
(from the 2014–2015 Naropa Student Handbook)

The board of trustees and president of Naropa University have the right to review, modify, and establish general rules of conduct, administrative policies, and academic standards, including the policies stated in this handbook, at any time.

OVERVIEW AND MISSION OF THE OFFICE OF JUDICIAL AFFAIRS

Naropa University’s Office of Judicial Affairs is committed to the philosophy and practices of restorative and social justice in addressing conflict and conduct concerns. The intention in all circumstances is to assess and repair harm; seek learning and healing; and define justice as a practice of returning to right relationship. Our definition of right relationship includes an awareness of power, privilege, and oppression in order to uphold our value of creating a more just and equitable society.

JURISDICTION

The Community Code of Conduct and the Prohibited Code of Conduct are applicable to actions occurring on all university facilities, including Naropa University student housing. However, behavior that occurs off campus that violates the Community Code of Conduct and has a significant impact on the university or indicates that a student may be a threat to the health, safety, or security of the university or community members may also be subject to disciplinary action.

COMMUNITY CODE OF CONDUCT

View of Right Action

These guidelines are the basis for relating to the university community and to our society at large and are personal reminders of how to create a more sane society.

- Arouse respect for teachers, the wisdom of many traditions, and all who seek wisdom. Honor the process of learning.
- Seek out and practice disciplines that benefit yourself and others.
- Be true to your inspiration. Apply yourself wholeheartedly. Enjoy yourself. Don’t be afraid to take a risk.
- Assume responsibility for your state of mind and all of your actions.
- Speak gently and thoughtfully.
- Refrain from slander. Maintain your dignity.
- Be generous to all without prejudice.
- Do not waver in meeting your obligations.
- Be law-abiding and humble; act with decorum.
- Be decent and trustworthy with friends, family, the members of the Naropa University community, and society at large.

PROHIBITED STUDENT CONDUCT

Students are required to abide by all city, county, state, and federal laws. In addition, the following actions constitute breaches of the Community Code of Conduct and will result in disciplinary action:

- An individual’s intentionally reckless action, alone or in concert with others, that impedes or impairs the university’s mission, processes, or functions, or interferes with the rights of others.
- An action or threatened interference, physical or sexual attack, physical or verbal harassment, intimidation or personal abuse against any member of the university community, including oneself.
- Any act of retaliation.
- Any act of discrimination based on any protected status, including but not limited to age, race, color, religion,
national origin, ability, sexual orientation, gender identity or expression, veteran status, or gender discrimination in all forms, including, but not limited to sexual assault and/or sexual harassment.

• The commission or attempted commission of an unauthorized taking, misappropriation, or possession of any property owned or maintained by the university or any member of the university community.

• Destruction, damage, misuse, or defacing of any Naropa University buildings or property or any other property on campus.

• Failure to respond or to comply with any official instructions or requests, oral or written, by Naropa University personnel acting in the performance of authorized duties.

• Knowingly making a false or incomplete oral or written statement, with the intent to deceive, to any Naropa university board, committee, office or member of the university faculty, staff, or student body.

• Plagiarism, cheating, or academic dishonesty of any kind. (See Academic Dishonesty.)

• Possession, sale, or use of alcoholic beverages on campus or at off-campus events sponsored by the university, except at such events or in such areas and in such manner specifically authorized by the university and/or public laws, is prohibited. The Colorado drinking age is twenty-one. This law will be enforced at Naropa events at which alcohol is served. (See Alcohol and Other Drug Policy.) If an underage student is in university housing, this prohibition includes a student who knew, or reasonably should have known, he/she was in the presence of alcoholic beverages, or possessed, displayed, or was in the presence of an alcohol container or containers.

• Attempted or unauthorized sale, use, distribution, acquisition, or possession of any controlled substance, including medical marijuana, illegal drugs, or drug paraphernalia on university premises or at university-sponsored activities, is prohibited. There is an alcohol and drug abuse resource guide in the Office of Student Affairs. (See Alcohol and Other Drug Policy.) If the violation occurs in university housing, this prohibition includes a student who knew, or reasonably should have known, he/she was in the presence of illegal drugs or drug paraphernalia.

• Use or possession of marijuana, including medical marijuana used or possessed under Colorado Constitution Article 18, section 14, is strictly prohibited on Naropa University property or Naropa-owned/leased facility or as part of a Naropa activity. The use of marijuana is prohibited at all designated smoking areas on all Naropa campuses, owned/leased properties, including Snow Lion. The state constitutional amendment authorizing individuals over the age of 21 to recreationally use marijuana (“Amendment 64”) does not change this prohibition or authorize a student to use marijuana. Federal law, including the Drug Free Schools Act, continues to prohibit marijuana. Thus marijuana use, even if in compliance with Amendment 64, is prohibited on campus.

• Any display, possession, use, sale, or acquisition of any firearm or other weapon including ammunition, other explosive devices including fireworks, or other objects designed or used to inflict injury or damage with on university premises, even if the person possesses a valid concealed weapons permit or other lawful permission to carry a weapon. This includes, but is not limited to, items that simulate weapons or other dangerous objects.

• The possession of non-lethal self-defense instruments such as mace is not prohibited; however, the reckless use of those devices is prohibited.

*Note that because Naropa University is a private institution, the Colorado law which states that a public university within the state must allow registered weapons on its land does not apply to Naropa. In keeping true to our mission, Naropa University will continue to ban weapons on campus as set forth above. Obstruction or disruption of teaching or other educational activities on any of the university campuses or other property used for educational purposes.

• Off-campus behavior that is prohibited student conduct is in violation of the university’s view of right conduct, or which otherwise impairs the integrity of the university and its ability to create a lawful, ethical, and harmonious educational environment.

• Indecently exposing one’s body. Any partial or complete nudity in any public location on campus except if it is related to one’s course assignments or in the case of breastfeeding mothers.
The Group Accountability policy places mutual responsibility with each person present when a violation occurs and will result in an investigation into each person present during an alleged violation.

Unauthorized use of the university’s computers and any violations of the university computer rules or email policies.

Use of social media, personal or university email accounts, university computers, cell phones, logs, or any other electronic medium to harass or bully another member of the university community.

Misuse, reproduction, alteration, or forgery of any university-related document, record, key, access codes, identification, or property.

Actions that impair, interfere with, or obstruct the normal operations of the university, a classroom, or other instructional setting.

Violating any housing or residence life policies. Violating any residence hall policy appearing in Residence Hall policies or any policy properly communicated through the university’s housing staff.

**DEFINITIONS AND GENERAL TERMS**

For the purpose of the Community Code of Conduct and the Judicial Procedures related to violations of the Community Code of Conduct, the following definitions apply:

1. **Accountability Board.**

   Accountability Board consists of members of the student, staff, and faculty that have been trained and selected to hear cases related to certain violations of the Community Code of Conduct. The dean of students, Title IX coordinator, and provost may not serve on an Accountability Board. In the event of a complaint of sexual harassment or sexual violence, the complaint will not be heard by an Accountability Board.

2. **Coercion.**

   Exists when a sexual initiator engages in sexually pressuring and/or oppressive behavior that violates norms of respect in the community, such that the application of such pressure or oppression is intended to cause or actually causes the object of the behavior to engage in unwanted sexual behavior. Coercion may be differentiated from seduction by the repetition of the coercive activity beyond what is reasonable, the degree of pressure applied, environmental factors such as isolation, and the initiator’s knowledge.

3. **Community Conference Circle.**

   A restorative community justice circle process where the respondent sits together with the restorative justice facilitator, a member of the faculty, staff, and another student from Naropa, as well as specifically impacted people and support persons, to share the story of what happened, examine the impact of the situation to self, others (both specifically impacted people and the community in general), and the institution, and strategize and ratify a reparative contract designed to repair the harm caused and restore a sense of wholeness while being in right proportion with the impact of the situation. In the event of a complaint of gender discrimination, the complaint will not be heard by a Community Conference Circle.

4. **Complainant.**

   A party that makes a complaint related to a respondent’s alleged violation of policies.

5. **Consent.**

   Informed, freely and actively given, mutually understandable words or actions which indicate a willingness to participate in mutually agreed upon sexual activity. Consent is not effectively given if it results from the use of physical force, threats, intimidation, or coercion.

   It is the responsibility of the initiator, or the person who wants to engage in the specific sexual activity, to make sure that he or she has consent from their partner(s).
Consent to some form of sexual activity does not necessarily imply consent to other forms of sexual activity.

The initiator must obtain consent at every stage of sexual interaction.

Consent will be determined using both objective and subjective standards. The objective standard is met when a reasonable person would consider the words or actions of the parties to have manifested an agreement between them to do the same thing, in the same way, at the same time, with one another. The subjective standard is met when a party believes in good faith that the words or actions of the parties manifested an agreement between them to do the same thing, in the same way, at the same time, with one another.

**Consent may never be given by:**

i. A minor to an adult.

ii. Mentally disabled persons when the mental disability is known or reasonably should have been known.

iii. Physically incapacitated persons when the incapacitation is known or reasonably should have been known to the initiating party that the person is incapacitated due to illness, consumption of alcohol or drugs, is unconscious, etc.

i. Additional Clarifying Rules of Consent:

ii. A person who is the object of sexual assault is not required to physically or otherwise resist a sexual aggressor.

iii. Silence, previous sexual relationships, and/or the existence of a current relationship with the respondent do not imply consent.

iv. Consent cannot be implied by attire, or inferred from the giving or acceptance of gifts, money, or other items.

v. Consent to sexual activity may be withdrawn at any time, as long as the withdrawal is communicated clearly. Withdrawal of consent can be done in numerous ways and need not be a verbal withdrawal of consent.

vi. A respondent's intentional use of alcohol/drugs does not excuse a violation of policy.


Violence committed by a person (a) who has been in a social relationship of a romantic or intimate nature with the victim; and (b) where the existence of such a relationship shall be determined based on a consideration of multiple factors, including the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

7. Dean of Students.

The person designated by Naropa University to be responsible for the administration of the Community Code of Conduct and Judicial Processes.

8. Discrimination.

Occurs when an individual suffers an adverse consequence, such as failure to be hired or promoted, denial of admission to an academic program, lack of academic reward or advancement etc., on the basis of her/his protected class. Gender discrimination can also include sexual assault and sexual harassment.


Domestic violence means an act or threatened act of violence upon a person with whom the actor is or has been involved in an intimate relationship. Domestic violence also includes any other crime against a person or against property or any municipal ordinance violation against a person or against property, when used as a method of coercion, control, punishment, intimidation, or revenge directed against a person with whom the actor is or has been involved in an intimate relationship.
10. Force.
The use of physical violence and/or imposing on someone physically, including threats, intimidation, and Coercion that overcome resistance to produce Consent.

11. Harassment.
Verbal or physical conduct based upon an individual’s protected class status that unreasonably interferes with that individual’s work or academic performance or creates an intimidating or hostile work or educational environment.

12. Intercourse.
Vaginal or anal penetration by a penis, object, tongue or finger, and oral copulation (mouth to genital contact or genital to mouth contact).

13. Investigator.
A party appointed to investigate an alleged breach of the Community Code of Conduct.

Investigators can be the dean of students, the residence hall director, the Title IX coordinator or the investigation can be delegated to a third party, including the Deputy Title IX Coordinators, the director of human resources, vice president for academic affairs, or another individual (either from within the university or from outside the university) to conduct or assist with an investigation. Generally the investigator for Snow Lion investigations will be the residence hall director, the investigator for non-Title IX investigations will be the dean of students, and the investigator for allegations of plagiarism and academic dishonesty will be the dean of undergraduate studies or school director. In the event that there are multiple charges of a respondent violating policies, the respondent asserts counterclaims against a complainant, or there are assertions of retaliation, the university will make reasonable efforts to assign the same investigator to all claims that appear to be related.

Occurs when someone uses their physical presence to menace another, although no physical contact occurs, or where one’s knowledge of prior violent behavior by an assailant, coupled with menacing behavior, places fear in a person as an implied threat.

15. Plagiarism.
To plagiarize is to steal another’s words or ideas and present them as one’s own. Plagiarism can include a use of printed materials, video materials, or online materials, without noting the source of those materials. Instances of plagiarism include but are not limited to:

i. Failure to enclose in quotation marks (or indent in the case of a lengthy quotation) a passage taken directly from another’s work.

ii. Failure to credit sources for quotations.

iii. Failure to acknowledge by citation ideas taken from another’s work, even if such ideas are expressed in one’s own words.

16. Policy or Policies.
The written rules and regulations of the university as found in but not limited to, the Student Handbook, gender discrimination policy, the Community Code of Conduct, on-campus residential lease agreement, and student housing handbook, undergraduate catalog, and web pages.

17. Respondent.
Any student accused of violating the policies.
18. **Restorative Justice Facilitator.**
The trained facilitator, who facilitates Community Conference Circle pre-conference meetings and the Community Conference Circle, develops the Reparative Contract and meets with the respondent at the conclusion of the Reparative Contract term.

19. **Residence Hall Director.**
The person who oversees the operations of the university housing for students and the enforcement of university policies in the university housing.

20. **Retaliation.**
Any adverse action taken against a witness or complainant because they exercised their rights under anti-discrimination laws, spoke out against discrimination, or assisted someone in exercising their rights.

21. **Sexual Exploitation.**
When an individual takes non-consensual or abusive sexual advantage of another for that individual’s own benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of the other sexual assault offenses. Examples of sexual exploitation include, but are not limited to:

i. Invasion of sexual privacy,

ii. Prostituting anyone,

iii. Non-consensual photography, video- or audio-taping of sexual activity,

iv. Going beyond the boundaries of consent (i.e. letting your friends hide in the closet to watch you having consensual sex),

v. Engaging in voyeurism,

vi. Knowingly transmitting an STI or HIV to another,

vii. Exposing one’s genitals in non-consensual circumstances,

viii. Inducing another to expose their genitals;

ix. Sexually based stalking and/or bullying.

22. **Sexual Harassment.**
Interaction between individuals of the same or opposite sex that is characterized by unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment, living conditions, and/or educational evaluation; (2) submission to or rejection of such conduct by an individual is used as the basis for tangible employment or educational decisions affecting such individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile, or offensive working or educational environment.

23. **Sexual Assault.**
Sexual assault includes, but is not limited to, non-consensual sexual touching, non-consensual sexual intercourse, and/or sexual exploitation.

24. **Sexual Touching.**
Any contact with the breasts, buttocks, groin, or genitals, or touching another with any of these body parts, or making another touch you or themselves with or on any of these body parts.

25. **Title IX.**
This law prohibits gender discrimination and provides that “no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance.” Gender discrimination prohibited under Title IX can include, but is not limited to, sexual harassment and sexual assault.

26. Title IX Coordinator.
The person who coordinates university compliance with Title IX, including prevention and remediation of sex and gender discrimination, including sexual assault. The Title IX coordinator as referred to in policies includes deputy coordinators. The Title IX coordinator may assign a deputy coordinator or appoint investigator(s) to work with such cases. Naropa’s Title IX coordinator is:

Matt Peterson | Director of Student Life
2130 Arapahoe Ave. | Boulder, CO 80302
303-546-3549 | mpeterson@naropa.edu or TitleIX@naropa.edu

JUDICIAL PROCEDURES

1. Applicability of Judicial Procedures.
The judicial procedures shall be used for all student violations of the Community Code of Conduct, with two exceptions: gender discrimination and plagiarism or academic dishonesty. For cases involving alleged gender discrimination, including but not limited to claims of sexual harassment and sexual assault, the Title IX coordinator will initiate the process outlined in the gender discrimination, sexual harassment, and sexual assault grievance procedures (naropa.edu/documents/departments/student-life/title-ix-policy.docx). Cases involving allegations of plagiarism or academic dishonesty shall be handled using the process outlined in Academic Dishonesty (page 61).

Suspected violations of policies or conflicts between students, between a student and faculty, or a student and staff should be brought to the attention of the dean of students, the Title IX coordinator, or the residence hall director. If for any reason you are uncomfortable reporting the claim to any of these individuals, please report your claim to either the vice president of student affairs and enrollment management or the director of human resources.

If your concern involves claims of gender discrimination, including but not limited to claims of sexual harassment or sexual assault, please report your claim directly to the dean of students or the Title IX coordinator. However, all claims of gender discrimination will be reported to the Title IX coordinator regardless of whether you choose to do so directly.

If a conflict or a breach of the policies involves a staff or faculty member, the dean of students will assist students in ensuring their complaint is directed to the appropriate individuals (such as Academic Affairs, school directors, or Human Resources) based on the parties involved and following established procedures. Staff and faculty are accountable to university policies for staff and faculty.

3. Confidentiality.
If a complainant requests confidentiality, the university will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality, but such a request can hamper the university’s investigation and confidentiality cannot be guaranteed.

4. Making a Complaint.
Sometimes you may not be sure how far you want to go with a concern, issue, or complaint. Please go to the Office of Student Affairs for support and consultation when you are considering pursuing a complaint (formal or informal) against a faculty, staff member, or another student. The university has developed informal and formal complaint processes. The use of an informal complaint or informal resolution procedure is optional. In instances where parties involved do not wish to engage in the informal procedure, where informal resolution is not appropriate, or in situations where attempts at the informal procedure are unsuccessful, the formal procedure may be followed. If a student elects to initially pursue an
informal complaint process, it can be abandoned at any time and the student can elect to file a formal complaint.

In the event a complaint is brought against a student, the Judicial Procedures outlined in this Student Handbook will apply. In the event a complaint is brought against faculty or staff for a non–gender discrimination matter, the procedures identified in the faculty handbook and/or employee handbooks will apply to the investigation.

**Formal Complaint Process**

Students who wish to file a formal complaint against a student, staff member, or faculty should address their concerns to the dean of students. If for any reason you are uncomfortable reporting the complaint to the dean of students, you may report the complaint to the Title IX coordinator, the provost and vice president for academic affairs, or the director of human resources. All complaints, regardless of whom they are filed against, must be in writing, must be filed as soon as possible, but no later than 90 days after the alleged incident leading to the complaint and must include as much of the following information as possible:

i. The name, department, and position (including all that apply: undergraduate, graduate, faculty, staff, employee) of the person or persons making the complaint and contact information for the same.

ii. The name, department, and position of the person or persons allegedly caused the violation of the Community Code of Conduct or engaged in gender discrimination.

iii. A description of the incident(s), including the date(s), location(s), and the presence of any witnesses.

iv. If the complainant is also an employee: the alleged effect of the incident(s) on the complainant’s position, salary, benefits, promotional opportunities, or other terms or conditions of employment.

v. The names of other students or employees who might have been subject to the same or similar violations of the Community Code of Conduct.

vi. Any steps the complainant has taken to try to stop the violations of the Community Code of Conduct.

vii. Any other information the complainant believes to be relevant to the violation of the Community Code of Conduct, including harassment or retaliation.

**Informal Complaint Process**

Sometimes students simply wish to register a concern about a situation or dispute and are not seeking any particular action or outcome. Methods and contacts for making such complaints are described below:

i. Faculty/Staff: If you simply wish to register a complaint about a faculty or staff member but are not seeking a particular outcome, you may contact or write a letter to the supervisor of the individual or to the school director. If it feels appropriate, you may copy the director of human resources (for complaints about staff) or the provost and vice president for academic affairs (for complaints about faculty). You are encouraged to sign your letter and give contact information. Complaints made anonymously will be reviewed, but are often less effective. All informal complaints will be reviewed and may or may not be given specific responses. If you desire a response to your complaint, you are encouraged to use the formal complaint process.

ii. Students: If you simply wish to register a complaint about a fellow student, but are not seeking a particular outcome, you may contact or write a letter to the dean of students, the residence hall director, or the Title IX coordinator. You are encouraged to sign your letter and give contact information. Complaints made anonymously will be reviewed but are often less effective. All simple complaints will be reviewed, but they may not be given specific responses. If you desire a response to your complaint, you are encouraged to use the formal complaint process. Informal resolution procedures may be used when the college determines that it is appropriate. Informal procedures are never applied in cases involving sexual harassment or sexual assault.
5. Notice to Respondent

a. If an investigation is initiated, the investigator will send the respondent a written notification via the student’s Naropa email address and by U.S. mail to the address on record with the university registrar within five business days.

b. The written notification will include:
   i. A description of the alleged acts.
   ii. The policy that has allegedly been violated.
   iii. The requirements for the respondent to set up a conference within five business days of the date of the notice.

c. The written notification may include a “no contact order” with the complainant. If a “no contact” order is detailed in the written notification, it is the responsibility of the respondent to not have any contact with the individual(s) named, directly or through third parties, or via electronic means, including attending joint classes. Failure to comply with this request may result in additional disciplinary action.

d. If the respondent does not schedule a meeting with the investigator by the date specified in the notice or if the respondent schedules or does not attend the meeting, the investigator can decide the outcome of the case in the respondent’s absence and shall notify the respondent of the same within 90 days. The respondent cannot be found to have violated the Community Code of Conduct solely because he or she failed to attend the meeting.

e. Interim Suspension. In certain circumstances, the dean of students or an investigator may impose a university and/or residence hall interim suspension during the judicial process. An interim suspension may be imposed a) to insure the safety and wellbeing of members of the Naropa University community or preservation of Naropa University property; or b) if the student poses a threat of disruption or interference with the normal operations of the university. During an interim suspension, the respondent may be denied access to university housing, the campuses, and all other university activities or classes for which the respondent might otherwise be eligible.

6. Respondents’ Rights in the Judicial Process

All respondents accused of violating the Community Code of Conduct will be afforded the following rights:

a. Be provided with all written complaints regarding the respondent that have been provided to Naropa university officials.

b. The right to know the nature of the complaint, the evidence supporting the complaint, and the impact of their behavior on the Snow Lion and/or Naropa community.

c. The right to present their position to the investigator, including the ability to present pertinent and relevant witnesses and documentation to the decision makers if different from the investigator.

d. The right to understand the judicial procedures and the reasons for referral to either an investigation, the Community Conference Circle, an Accountability Board, or a Title IX investigation.

e. The right for clarification of policies when requested.

f. The university retains the right to review meeting issues/decisions with parents and relatives when allowed by law, including when the student appears to be endangering self or others, if the student has violations related to alcohol or drugs, a health or safety emergency, or if the university has a FERPA release of information form on file.

g. Respondent shall receive notification and explanation of decisions, sanctions, as well as consequences for the respondent not completing a reparative contract.

h. The right to be sanctioned based on a preponderance of the evidence.
i. The right to submit an appeal in cases of suspension/eviction and expulsion.

j. Have a voluntary advisor or advocate, provided that the advisor or advocate may not participate in the investigation or any hearing.

7. Complainants’ Rights in Judicial Process
All complainants bringing claims of a violation of the Community Code of Conduct will be afforded the following rights:

a. Be provided with all written responses provided by the respondent to Naropa University officials.

b. The right to present their position to the residence hall director, investigator, and/or the dean of students, including the ability to present pertinent and relevant witnesses and documentation to decision makers.

c. The right to understand the judicial procedures and the reasons for referral to either an investigation, Community Conference Circle, Accountability Board, or a Title IX investigation.

d. The right for clarification of applicable community standards, contractual obligations, and policies when requested.

e. The university retains the right to review meeting issues/decisions with parents and relatives when allowed by law, including when the student appears to be endangering self or others, if the student has violations related to alcohol or drugs, or if the university has a FERPA release of information form on file.

f. Receive a written statement of the Accountability Board, dean of students, or investigation’s conclusions and notice of any sanctions imposed upon the respondent, which are intended to protect the complainant.

g. The right to have a decision made by the dean of students, investigator, or the Accountability Board based upon the preponderance of the evidence.

h. The right to have a voluntary advisor or advocate, provided that the advisor or advocate may not participate in the investigation or any hearing.

8. Standard of Decision
In order to find that a student has violated the Community Code of Conduct, the standard of decision used in a hearing is preponderance of evidence. In other words, the dean of students, investigator, or Accountability Board must conclude it is more likely than not that the violation occurred.

9. Proceedings Are Closed and Confidential
Investigations, Accountability Board proceedings, and Community Conference Circles are confidential and closed to the public. All students are on notice that the university may record the proceedings; no other party may record the proceedings. The participants in such proceedings are required to maintain confidentiality so as to ensure that there is no revictimizing, retaliation, or harassment of the complainant or respondent and breaches of confidentiality shall be considered a violation of the Community Code of Conduct and may subject the individual breaching confidentiality to disciplinary action.

10. Commencement of Proceedings
Upon receiving a written complaint against a student, the dean of students will review the allegations to decide whether the allegations, if true, are a violation of the Community Code of Conduct. If the dean of students determines the allegations are a violation of the Community Code of Conduct, the dean of students shall then 1) send the respondent a written notice as enumerated above; 2) if appropriate, seek to resolve the situation through an informal resolution process such as a Community Conference Circle; 3) initiate an investigation or appoint an investigator to conduct an investigation; and/or 4) at the option of the dean of students convene an Accountability Board.
11. Use of an Investigation/Accountability Board
Alleged infractions by a respondent of the Community Code of Conduct will be handled by an Investigation or the Accountability Board, at the option of the dean of students, in the following circumstances:

a. In the event that the respondent does not accept responsibility for his or her actions in a way that is satisfactory to the university official.

b. There is a dispute regarding whether the alleged violation of policies occurred.

c. The person has violated Naropa policies on a previous occasion.

d. The dean of students or residence hall director determines that a Community Conference Circle would be inappropriate.

e. The respondent is not ready or willing to sit in a Community Conference Circle.

12. Investigation
An investigator shall conduct and conclude an investigation within ninety days of the complaint being filed, or as soon as practical. During the investigation, the investigator shall:

a. Attempt to meet with and interview the complainant and respondent. Meetings with the complainant and respondent shall be held separately.

b. Request the complainant and respondent to identify all witnesses and evidence.

c. Review and consider all evidence the investigator can reasonably obtain, including attempting to contact and interview all witnesses.

d. At the conclusion of the investigation, the investigator shall report its findings to the dean of students. Alternately, the dean of students can act as the investigator, which does not alter this process. The dean of students may then elect to either refer the matter to an Accountability Board or make a determination about the facts presented.

e. In the event the dean of students elects not to refer the matter to an Accountability Board, the dean of students shall make a determination regarding whether there was a violation of the Community Code of Conduct using the preponderance of evidence standard including the following:

i. Make a determination about the facts presented;

ii. Determine whether the facts found constitute a violation of university policy;

iii. Determine any mitigating circumstances;

iv. Decide on a sanction;

v. Provide written documentation to the complainant and respondent of the findings of fact and decision/outcome. In addition, the respondent shall receive the sanctions (if applicable) and Reparative Contract within two weeks of the conclusion of an investigation (if applicable).

13. Accountability Board
a. The Accountability Board will conduct a hearing within fifteen business days of a referral to an Accountability Board by the dean of students. The hearing may be continued once at the option of the dean of students or the Accountability Board for no more than thirty days.

b. Prior to the Accountability Board hearing, the complainant, investigator, and respondent shall identify all witnesses and evidence each plans to present at the hearing and disclose the same to the other sides, no less than three
business days prior to the hearing.

c. During the hearing, the Accountability Board will consider testimony and evidence presented by the investigator, the complainant, and the respondent using the following procedures:

i. Allow witnesses who have relevant information to testify.

ii. Review physical evidence and written statements.

iii. Permit both the complainant and respondent to have legal counsel present; however, legal counsel may not participate in the hearing in any manner.

iv. The parties will not have the opportunity to directly cross-examine each other, but may submit written questions to the Accountability Board for consideration and use.

d. At the conclusion of the hearing, the Accountability Board shall:

i. Make a determination about the facts presented using the preponderance of evidence standard;

ii. Determine whether the facts found constitute a violation of university policy;

iii. Determine any mitigating circumstances;

iv. When a violation is found, recommend to the dean of students a sanction. The dean of students shall have final determination of a sanction.

v. Provide a written report to the complainant and respondent of the findings of fact. In addition, the respondent shall receive the sanctions (if applicable) and Reparative Contract within two weeks of the hearing’s conclusion or the conclusion of the dean of students’ investigation.
APPENDIX C

ROYAL UNIVERSITY OF BHUTAN
STUDENT CODE OF CONDUCT AND ETHICS

Background
The mainstay of higher education institutions is teaching and learning which is assessable through the student outcome and their behavior while in colleges and upon graduation. Producing quality graduates and facilitating them to develop with both head and heart is central to the roles and responsibilities of the colleges.

Whilst lots of initiatives are put in this direction by all colleges in the day-to-day running of the colleges, but lately our higher education institutions had also been facing a lot of disciplinary related problems. Most of these problems are due to non-compliance of the University rules and regulations, which is a concern to not only the colleges but to the society as a whole.

Further, due to nonexistence of a University-wide agreed definitions on offences and disciplinary sanctions to be applied, it has become even easier for any student community or the parents to question our decisions and making reference to the course of actions taken by the independent colleges, thus opening ourselves to further criticisms. As shared by JNP in its 12th COD meeting, we consider this issue urgent and critical to the upkeep of its identity and reputations while at the same time being fair and transparent to the affected students.

Our colleges should be seen by the society as a center of excellence not only in offering quality education and training, but as producing future citizens who can fit in hand and glove to the greater society. Some of these graduates will eventually become the leaders of tomorrow who will help not only in upholding what has been cherished by this sovereign country, but at the same time guarding its destiny. For a country that is endowed with rich tradition, it is only imperative for everyone in the system to uphold what is good and discard the bad.

With this backdrop in mind, the “Student Code of Conduct and Ethics” is prepared for adoption and use by colleges of the Royal University of Bhutan.

1. Purpose
The purpose of “Student Code of Conduct and Ethics” is to foster the holistic development of student learning. This is proposed so that:

- Student development is emphasized;
- National/Community interests are met;
- Students receive uniform/fair treatment;
- Harmonious living is promoted; and
- Responsibility and accountability are instilled.

Each College will provide orientation on the student Code of Conduct and Ethics upon admission and ensure that sanctions imposed are based on this document.
2. Definition of Offenses
Any student found to have committed or to have attempted to commit the following misconduct is subjected to appropriate action under this policy.

2.1 Academic Dishonesty
Academic Dishonesty shall be interpreted as per the provisions of the Wheel of Academic Law.

2.2 Falsification
Falsification means willfully providing University offices or officials with false, misleading, or incomplete information.

2.3 Refusal to Identify and Comply
Refusal to identify and comply means willfully refusing to or falsely identifying one’s self or willfully failing to comply with a proper order or summons when requested by an authorized University official(s).

2.4 Threatening, Harassing, or Assaultive Conduct
Threatening, harassing, or assaultive conduct means engaging in conduct that endangers or threatens to endanger the health, safety, or welfare of another person.

2.5 Disorderly Conduct/Disruptive Behavior
Disorderly conduct means engaging in conduct that incites or threatens to disturb others including disrupting disciplinary procedures; participating in a campus demonstration that disrupts the normal operations of the University and infringes on the rights of other individuals; leading or inciting others to disrupt scheduled or normal activities of the University; engaging in intentional obstruction that interferes with freedom of movement, either pedestrian or vehicular, on campus; using sound amplification equipment on campus without authorization; or making or causing noise, regardless of the means, that disturbs authorized University activities or functions; behavior that substantially or repeatedly interrupts either the instructor’s ability to teach or student learning.

2.6 Illegal or Unauthorized Possession or Use of Weapons
Illegal or unauthorized possession or use of weapons means possessing or using weapons or articles or substances usable as weapons, including, but not limited to, firearms, incendiary devices, explosives, and dangerous biological or chemical agents.

2.7 Illegal or Unauthorized Possession or Use of Drugs or Alcohol
Illegal or unauthorized possession or use of drugs or alcohol means possessing or using drugs or alcohol illegally.

2.8 Unauthorized Use of University Facilities and Services
Unauthorized use of University facilities and services means wrongfully using University properties or facilities.

2.9 Theft, Property Damage, and Vandalism
Theft, property damage, and vandalism include theft or embezzlement of, damage to, destruction of, unauthorized possession of, or wrongful sale or gift of property.

2.10 Unauthorized Access
Unauthorized access means accessing without authorization of University property, facilities, services, or information systems, or obtaining or providing to another person the means of such unauthorized access, including, but not limited to, using or providing without authorization keys, access cards, or access codes.

2.11 Hazing
Hazing means any act taken on University property or in connection with any University-related group or activity that endangers the mental or physical health or safety of an individual (including, without limitation, an act intended to cause personal degradation or humiliation), with ill intention against fellow students, or disrespect for public property or under the influence of alcohol/drugs or anger.
2.12 Rioting
Rioting means engaging in, or inciting others to engage in, harmful or destructive behavior in the context of an assembly of persons disturbing the peace on campus, in areas proximate to campus, or in any location when the riot occurs in connection with, or in response to, a University-sponsored event. Rioting includes, but is not limited to, such conduct as using or threatening violence to others, damaging or destroying property, impeding or impairing fire or other emergency services, or refusing the University rules and regulations or direction of authorized University official(s).

2.13 Ragging
Ragging means any disorderly conduct, whether by words spoken or written, or by an act which has the effect of teasing, treating or being rude to any individual; indulging in rowdy or undisciplined activities which cause or are likely to cause annoyance, hardship or psychological harm; to raise fear or apprehension thereof in any student and which has the effect of causing shame or embarrassment that adversely affects the psyche of the other student.

2.14 Unauthorized Association
Unauthorized Association means formation of group(s) with ulterior motives that would create disharmony in the community.

2.15 Violation of National Laws
Violation of national laws means engaging in conduct that violates a National or state law, including, but not limited to, laws governing alcoholic beverages, tobacco, drugs, gambling, sex offenses, indecent conduct, or arson.

3. Definition of Sanctions
3.1 Warning
A warning means the issuance of an oral or written warning or reprimand to the offender.

3.2 Probation
Probation means special status with conditions imposed for a defined period of time and will include more severe disciplinary sanctions if the student is found to violate any institutional regulations during the probationary period.

3.3 Required Compliance
Required compliance means satisfying University requirements, work assignments, community service, or other discretionary assignments.

3.4 Confiscation
Confiscation means confiscation of goods used or possessed in violation of University regulations.

3.5 Restitution
Restitution means making compensation for loss, injury, or damage of University property.

3.6 Restriction of Privileges
Restriction of privileges means the denial or restriction of specified privileges, including, but not limited to, access to an official transcript for a defined period of time.

3.7 University Housing Suspension
University housing suspension means separation of the student from University Housing for a defined period of time.

3.8 University Housing Expulsion
University housing expulsion means permanent separation of the student from University housing.

3.9 Suspension
Suspension means separation of the student from the University for a defined period of time, after which the student is eligible to return to the University. Suspension may include conditions for readmission.
3.10 Expulsion
Expulsion means the permanent separation of the student from the University.

3.11 Withholding of Diploma or Degree
Withholding of diploma or degree means the withholding of diploma or degree otherwise earned for a defined period of time or until the completion of assigned sanctions.

3.12 Revocation of Admission or Degree
Revocation of admission or degree means rescinding a student’s admission to a University or revoking a degree already awarded by the University.

3.13 Interim Suspension
Interim Suspension means immediate suspension on a student pending a hearing before the College Disciplinary Committee (CDC). During the interim suspension, the student may be denied access to all University activities or privileges for which the student might otherwise be eligible, including access to University housing or property.

4. Resolution of Student Code of Conduct and Ethics
In order to deal with issues related to violation of Student Code of Conduct and Ethics (SCCE), each College shall have the authority to manage its own system of resolving student disciplines in a fair and transparent manner.

Each College shall have the authority to refer cases to law-enforcing agencies where appropriate and necessary.

4.1 College Disciplinary Committee
Every College shall have a College Disciplinary Committee (CDC) constituted in their College consisting of appropriate committee members including student representatives.

4.2 Initiations of complaints on violation of Student Code of Conduct and Ethics
Any College faculty, staff or student may file complaints on violation of Student Code of Conduct and Ethics to the College authority as soon as possible after the incidence is seen/observed.

Thereafter, the College authority shall issue a notice to the offender for resolution. The student’s discipline may be resolved informally or formally.

4.3 Informal Resolution of Student Discipline
Every College shall have a system of resolving disciplinary problems informally without resorting to formal hearing processes. However, the student or the affected college, faculty, staff or student may choose to go for a formal resolution.

4.4 Formal Resolution of Student Discipline
Each College shall have a formal system of resolving student disciplines when the nature and/or degree of offence warrants formal hearing or if a complaint is not resolved informally and the student wishes to go for a formal hearing.

4.4.1 The Hearing Process
Hearings on all cases of violation of Student Code of Conduct and Ethics (SCCE) must be fair. A fair hearing process shall be carried out in a transparent manner and allow students to:

- Be informed / notified appropriately of the alleged violation and the underlying factual allegations along with the time, date and place of hearing;
- Avail a prompt hearing;
- Submit statements on the alleged violation;
- Present their case, including witnesses if any;
Listen / know all evidence against them;
Question adverse testimony; and
Receive written decision following the hearing.

4.4.2 Imposition of Sanctions
Imposition of sanctions mentioned under the “Definition of Sanctions” shall be guided by the nature and degree
of offence. However, the College disciplinary committee shall ensure fairness on the imposition of sanctions to all
similar cases irrespective of ethnic group, religion, gender and social status.

5. Appeal
Students shall be entitled to appeal the decision made by the Disciplinary Committee in the hearing process. The
appellant shall however submit the appeal in writing within five working days from the date decision is passed. The
Director may form an Appeal Committee to hear and make recommendations. The Appeal Committee may review the
reason for appeal and outline procedure for hearing an appeal. The Committee Chair shall make the final decision on
the appeal submitted by the appellant.

Composition of Disciplinary Committee
1. Dean of Student Affairs (Chair).
2. Dean of Academic Affairs (Member).
3. Dean of Research and Industrial Linkage (Member).
4. Provost of concern hostels (Member).
5. Head of School/Head of Department of the concerned student (Member).

6. Penalty/Sanctions
6.1 Violation of the clauses 2.2 and 2.3 the Deans/Provost will have the discretionary power to take
appropriate actions depending on the gravity of offences which may include forwarding the case to the
discipline committee and will lead to imposition of the following penalties:

6.1.1. First offence- The concerned official(s) shall issue first warning with the copy of the warning letter forward
to the Committee Chair.

6.1.2. Second offence
the concerned official(s) will bring the matter to the notice of the Chairman and Disciplinary Committee. The
Chairman shall then convene meeting and appropriate actions like rigorous social work for 30 days.

6.1.3. Third offence
Suspension from the College for one month.

6.1.4. Fourth offence
Expulsion from the college.

6.2 Violation of clauses 2.4 and 2.5 the Disciplinary Committee shall impose the following penalties:

6.2.1. First offence
Issue warning letter and keep on probation for the period of 2 months. If the student violates any institutional
regulations during the probation period, the student shall be expelled from the College.

6.2.2 Second offence
Expulsion from the College
6.3 Violation of clauses 2.6 and 2.7, the Disciplinary Committee shall impose the following penalties:

6.3.1 First offence
The student shall be suspended from the college for a period of one year

6.3.2 Second offence
Expulsion from the college

6.4 Violation of clause 2.8, will lead to imposition of the following penalties:

6.4.1 First offence
The concerned official(s) shall be authorized to give oral warning and issue warning letter.

6.4.2 Second offence
Suspension from the College for one week.

6.5 Violation of clause 2.9 the Disciplinary Committee shall impose the following penalties:

6.5.1 First offence
The student shall make good for the damage within a stipulated period and issue warning letter.

6.5.1.1 Non-compliance with clause 6.5.1 the student shall be expelled from the college.

6.5.2 Second offence
Expulsion from college

6.6 Violation of clause 2.10 the Disciplinary Committee shall impose the following penalties:

6.6.1 First offence
The committee shall give written warning to the student

6.6.2 Second offence
Suspension from the College for one month.

6.7 Violation of clause 2.11 the Disciplinary Committee shall impose the following penalties:

6.7.1 First offence
Issue written warning to the student

6.7.2. Second offence
Suspension from the College for one month

6.7.2 Third offence
Expulsion from the College

6.8 Violation of clause 2.12 will lead to imposition of the following penalties:

6.8.1 First offence
The concerned official(s) shall give verbal warning and issue warning letter

6.8.2 Second offence
Suspension from the College for one month

6.8.3. Third offence
Expulsion from the college
6.9 Violation of clause 2.13 the Disciplinary Committee shall impose the following penalties

6.9.1 First offence
The Committee shall issue warning letter to the student

6.9.2 Second offence
Expulsion from the University Hostels throughout the study period.

6.10. Violation of clause 2.14 the Disciplinary Committee shall impose the following penalties:

6.10.1 First offence
Issue warning letter to the student

6.10.2 Second offence
Suspension from the College for one month.

6.11 Violation of clause 2.15 the Disciplinary Committee shall impose the following penalties:

6.11.1 First offence
Refrain from staying in the College hostel.

6.11.2 Second offence
Expulsion from the College.

Note
1. The parent/guardian of the student shall be informed over the phone as well as in writing of the action taken against the student.
2. A copy of the order shall be sent to the Registrar, RUB in case of expulsion.